

# Angelo State University • Magazine

Summer 2014 • Volume 7 • Number 2

MEMBER, TEXAS TECH UNIVERSITY SYSTEM

## Making Connections

with a New Generation of Students

On the Flip Side

By Design



# Message

from the President

Dear Friends:

With this issue of *Angelo State University Magazine*, we examine the challenges and opportunities of connecting with the modern student, who is technologically sophisticated and likely carries a mobile device that has more computing power than was available on the spacecraft that first landed Americans on the moon in 1969.

The challenge for us as educators is to adapt to this technological sophistication of our traditional college-age students and utilize the power of technology through the Internet to serve both them and nontraditional students. To help our faculty adapt, academic affairs is providing training to them all through the Quality Matters model, which is becoming the standard for effective online course delivery. Our goal is not only to expand our online offerings, but also to provide a quality online experience for our students, whether on campus or elsewhere.

Each semester, approximately 71 percent of all our courses have an online component. For several years, we have offered completely online degrees in nursing, education and security studies. This past year, we added an online M.B.A. program that can be completed in two years and a semester, providing added convenience for business professionals seeking an advanced degree. These programs are allowing hundreds of students an educational opportunity they likely might never have had to complete their degrees in a traditional setting.

While we initiated many of these online programs to adapt to the learning style of today's students, we soon realized that the electronic offerings were also an added service to our alumni and to our nation's military personnel, allowing all to advance their education on their own schedule and at their own location, even if it was far from San Angelo. For instance, this past year we had one military student complete the orals for a security studies degree while serving in Afghanistan.

As we look to the future, Angelo State University is embracing the new age of education delivery as a path to better meet the needs of our students and as an avenue to help the university grow and thrive in an ever more competitive marketplace and world.

Sincerely,



Brian J. May  
President



Brian J. May



## Angelo State University Magazine

Summer 2014

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### Angelo State University

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**Editor's Note:** Modern college students have grown up in a world vastly different than that of previous generations. This issue of *ASU Magazine* examines how the university is adapting to educate technology-savvy "Millennials."

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**On the Cover:** With even toddlers becoming more tech savvy these days, mobile devices and other technologies offer both opportunities and challenges for education.

**Back Cover:** Looking skyward through "Sunhelix," the latest addition to Angelo State's growing collection of public art. (Photo by Danny Meyer)



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# Agriculture Extension

**With the cutting of a ribbon,** Angelo State has become one of the premiere institutions for educating the future high school agriculture teachers of Texas.

The new \$1.07 million, 4,372-square-foot Mayer-Rousselot Agriculture Education Training Center was officially opened in March at ASU's Management, Instruction and Research (MIR) Center and will be the focal point of the ASU Agriculture Department's agricultural science and leadership program. It was named for the family whose donation made the facility possible.

"For many generations, the Mayer-Rousselot family has been helping the people of West Texas," said ASU President Brian J. May. "Our agriculture leadership program has been one of the fastest growing programs on campus, and because of their generosity, this new facility will make it even better."

"The State of Texas has not built any new buildings for about the last seven years," he added. "But we had people in West Texas willing to help us out, and through the support of the Mayer-Rousselot family and our other donors, we were able to fund construction of this facility completely with private money. Not one tax dollar is in this building, and we are very proud of that."

According to Dr. Will Dickison, director of the agricultural science and leadership program, 61 agriculture teaching positions were unfilled in Texas public schools heading into the 2013-14 school year. The new facility houses an open shop floor, welding gear, a computerized plasma metal-cutting table and other equipment that will give ASU ag leadership students the hands-on training they need to jump right into the workforce upon graduation.

"There will be three different areas taught here," Dickison said. "In addition



Cutting the ribbon at the new Mayer-Rousselot Agriculture Education Training Center, (left to right) Norm Rousselot, Edwin Mayer and Richard Mayer.

to welding, we will also teach a small gas engines laboratory here. We'll tear engines down, put them back together and learn all about them. Next spring, we will also begin teaching agriculture structures and technology. That includes all facets of construction, including wood, concrete, plumbing, electrical and those types of things. This is a multipurpose building that is going to work extremely well for this program."

ASU currently has about 50 students in the agriculture science and leadership program and has placed nine graduates in Texas schools since the program began three years ago. With seven more doing their student teaching this semester, the program is already helping address the state's ag teacher shortage. The new facility will only increase ASU's impact, much to the delight of those who donated toward its construction.

"Ag education is close to my heart," said Ernest Mayer, "because when my kids

were in high school, they really blossomed in the ag program. With the shortage of ag teachers throughout the state now, we look forward to Angelo State being a leader in providing more ag teachers for Texas. They have a tremendous impact on the youth of this state."

Mayer-Rousselot family members contributed more than half of the construction cost of the new center. Namesake donors were E.S. Mayer and Sons Ltd., Mr. and Mrs. Richard Mayer and Sons, and Mr. and Mrs. Norm Rousselot.

Other organizations and individuals contributing to the project were the Kickapoo Springs Foundation, ASU President's Circle, Pevehouse Foundation, USAA, Mr. and Mrs. Gary Stokes, Adrian Pieniazek, Mrs. Eloise Russell, Mr. and Mrs. Mike Frost, Mr. and Mrs. Joey Henderson, Dr. and Mrs. Brian May, *Livestock Weekly*, Dr. Jason Penry, HEB Food Stores and an anonymous donor. ■

# A New Chapter

**Dr. Erin Ashworth-King** wants to open the lid on one of Angelo State's best-kept secrets, the *Concho River Review* literary journal.

Founded in 1987 by Dr. Terry Dalrymple of the ASU English faculty, the *Concho River Review* (CRR) has long provided an important publishing opportunity for emerging and established writers in Texas and the Southwest U.S. Funded through the university and subscriptions, the literary journal has a new general editor in Ashworth-King, whose primary goal is to increase subscriptions and, thereby, help secure the journal's financial future. To help attract more subscribers, she attended the Texas Book Festival for the first time last fall, along with Dr. R. Mark Jackson, assistant professor of English.

"The Texas Book Festival in Austin is the biggest in Texas, one of the largest in the country," said Jackson, also a CRR section editor. "Almost every subscription we sold was to someone from San Angelo who didn't know about our journal."

"It was a great experience," said Ashworth-King, also an assistant professor of English who became general editor in 2012. "What we heard over and over again was that journals are such an important part of writers becoming authors. You can't jump straight to a novel, so this is a route to get published for short fiction and non-fiction, poetry and book reviews."

Though the journal also accepts donations, subscriptions are the key to its long-term financial stability, and they have jumped 25 percent since the book festival. Plans to increase the journal's visibility also include an updated website, a Facebook page and widening its scope.

"It's been very much the literature of Texas, and we're trying to expand that," Ashworth-King said. "The journal has prid-

ed itself on everything in it having a very strong sense of place. We don't want to lose that, but we want to broaden it."

The journal used to be subtitled "Texas Literature," then it became "Literature from Texas and Beyond."

"We're trying to emphasize the beyond while not losing the Texas," Jackson said.

Heightened visibility has also led to an increase in submissions.

"The poetry editor had to comb through 1,000 poems for the fall issue and we published 30," Jackson said. "A lot of journals are charging for submissions, but we don't."

"It's a lot of work and third or fourth on the list of things you have to do after teaching and service to the university," he added. "But I look forward to working on the review every week because it's so different. It's a break from what I normally do."

The *Concho River Review's* all-volunteer staff includes four section editors. Jackson,

who solicits, selects and edits book reviews on publications from the region's smaller and university presses, is the only section editor at ASU. The others, while long associated with the journal, are from as far away as South Carolina. Ashworth-King is the fourth general editor of the journal and is excited about a new era for the *Concho River Review*.

"My hope is that we continue on with what we're doing," Ashworth-King said. "It's been a lot of work, but a great joy."

Published twice a year by ASU's Department of English and Modern Languages and numbering about 150 pages, an annual subscription for the soft-cover bound journal costs \$17. Single copies may be purchased for \$10 each.

More information about the *Concho River Review*, including how to subscribe and how to submit original writing, is available online at <http://conchoriverreview.org>. ■





# Reaching for the Sky

by Laurel Scott

A **deceptively lacy twist** of steel has sprouted 20 feet high outside the Plaza Verde residence hall as the latest addition to Angelo State's growing collection of public art.

Named "Sunhelix," the 3,000-pound polished steel sculpture rises from a 12-foot-wide medallion consisting of four granite slabs and is the culmination of a 20-month process for the university and sculptor Roger White Stoller.

"I wanted to do something that was very grounded feeling, but then very airy as it went up," Stoller said. "It's a celebration of the elements."

"Sunhelix" is ASU's third art piece funded through a Texas Tech University System policy that requires a small percentage of budgets for major construction projects be directed to public art. It joins "Kinesis" in front of the Ben Kelly Center for Human Performance and "San Angelo

Heritage Mosaic" at the entrance to the Porter Henderson Library.

After being named a finalist for the Plaza Verde art project,

Stoller toured the campus and saw a number of connections to the helix, one of the concepts he has been exploring in his sculptures.

"I do a lot of helical pieces," he said. "This helix is basically a spiral moving upward. When you look down on it, it looks just like a ram's horn. When I saw the ASU logo, I thought that would be a nice tie in."

"I talk about it as a spiral of growth," Stoller continued, "as a metaphor for the university and the students. It's what we all value in university life – that people are going to evolve and grow."

ASU's Randy Hall, associate professor of art, also saw a chance for his

students to evolve and grow during the late-November installation.

"It's rare that students can actually see and participate in the installation of a major work of art on a university campus," Hall said.

Some of his students, who were recruited to help uncover and polish the expanse of stainless steel, had worked on their own site-specific projects all the way through to the model, or maquette, stage.

"They go through a very similar process as that of the artists who competed for this installation," Hall said. "The creation and installation of a full-scale work is the final step in the process."

That final step for "Sunhelix" was notable for a cold snap and wind that tested the endurance of the artist and crew. California-based Stoller was forced to shop for a warm jacket before he could brave the weather, a bit of irony since the sculpture's design was inspired by the elements. The lacy patterns of the spiraling helix include a cut-out circle to represent the sun and waving branches that capture the wind moving through the live oaks or the ripple of water on the Concho River. Each granite slab of the base has been sand blasted with a design to reflect one of the four elements – water, air, fire and earth.

"In ancient traditions, water is emotion, air is mind/thinking, fire is spirit and earth represents the physical," Stoller said. "It is the metaphorical student experience."

For Hall, who served on the committee that initially reviewed the artwork, the final result is a symbol and a reminder.

"It's going to provoke, it's going to encourage, it's going to challenge – all things art provides," he said. "This is a reminder that ASU is a liberal arts university that fosters opportunities for students to transform themselves." ■

Roger White Stoller  
with "Sunhelix"

Photo by Danny Meyer



Chainsaw artist Cam Dockery

by Tom Nurre

# History in the Making

**Among the modern art pieces** recently installed on the ASU campus stands the newest addition with a decidedly rustic motif.

When the majestic red oak tree that for decades towered over the eastern side of campus was killed by drought and had to be chopped down last fall, it looked like a piece of ASU history would be lost forever. But, Charles Sebesta of the facilities management staff came to the rescue, suggesting that the remaining stump be carved into the new ASU ram monument that now proudly stands in tribute to both the mighty oak from which it was born and the ASU mascot.

"We thought it was a good idea because it is right next to a seating and common area near the high rise and Food Service Center," said Hal Peter, associate director of special services – grounds/custodial. "That red oak was as tall as the high rise and shaded that entire area. There was a wooden bench underneath that all the lovebirds would sit on back in the day. But, it died and we had to chop it down, so turning the stump into the ram carving was kind of making lemonade out of lemons."

Sebesta and other facilities management staff were so committed to the idea that they volunteered to take up a collection to pay for it, but funding was approved by ASU President Brian J. May, and the project was turned over to Jay Halbert, facilities management director. After researching various artists, he commissioned the job to Cam Dockery, owner of Bearly Making It Chainsaw Carvings in Whitharral.

"Jay called and asked if I could come up with several ideas for a carving," Dockery

said. "He wanted to include the mascot and logo, and I think I drew up three different sketches. They decided on this one and we went from there."

"About 99 percent of the wood came off with the chainsaw," he added. "I used other tools to smooth things up, just a little grinder to make certain places really smooth. It's oak, so it's a really good piece of wood. Oak is hard as a rock, so that's really good for the longevity of the piece."

Dockery took parts of three days in January to carve the monument and apply several coats of weather-resistant sealing finish, and it did not take long for ASU students to realize that something exciting was happening.

"It created a lot of buzz with the students," Peter said. "When he was carving it, a bunch of students came by and took photos and videos with their phones. They really seemed to like it, and it will look great for campus tours and recruiting events."

The ram monument also holds special significance to Dockery, who has completed carvings that are displayed all over Texas and the U.S., including a 7-foot-tall Fort Concho soldier at the Wells Fargo Bank in downtown San Angelo.

"This is the first one I've done like this," Dockery said. "I've done some other rams, but this is my first Rambouillet ram, so I had to do a little bit of research."

It also took a very special project to get Dockery out of his shop in Whitharral.

"My business is there and I don't travel that often," he said. "But, I do like doing things like this ram because they are cool, and especially in a place like this where a lot of people can see it and hopefully enjoy it." ■



Photos by Danny Meyer





Jeribai Tascoe

Photo by Danny Meyer

# Keeping it Real

by Leonor Constancio

**Watching ordinary people** pursue their dreams and gain celebrity status on reality shows like “Survivor,” “American Idol” and “Top Chef” can inspire today’s college students, but can also portray a false reality – that success is instant and easily achieved without due diligence.

Dispelling that myth was an important part of the message Jeribai Tascoe of HGTV’s “Design Star” delivered when he visited the ASU campus last fall at the invitation of the Graphic Design Club. It was simply a case of telling his own story, which began with words of wisdom from his father.

“My dad said to me, ‘You should go after what you’re passionate about and go after it with everything you have,’” Tascoe said.

While pursuing his career as a graphic designer, Tascoe and his wife, Michelle, bought a fixer-upper home in Sonora, Calif. Suddenly, he found himself also an interior designer and then a home remodeler. He did so well with interior design that Michelle encouraged him to audition for her favorite show, “Design Star.” Though he did not make it on the first try, the show’s producers encouraged him to audition again the following year, and he not only made it into Season 8, he came in second place.

That experience helps lend credibility to his message that there are no easy fixes.

“I think today’s youth need people who are in the public eye who actually model positive ideals, like a strong work ethic, determination, honesty, responsibility, accountability and a fearlessness to go for your goals,” Tascoe said. “For me, it has made connecting with the youth easier.”

While on the ASU campus, Tascoe mesmerized art students with his diverse portfolio while also encouraging their future endeavors during his presentation titled “Let’s Talk Design.” He stressed the importance of continually seeking improvement and overcoming what he sees as a lack of confidence in the current generation of students.

“They quit before they start because they anticipate some sort of difficulty,” Tascoe said. “We live in an age of ease. Technology has made our way of life convenient. But all this convenience has a draw on work ethic and focus.”

He also pushed the students to work hard and not be afraid to fail.

“If you want to have a great career or relationship or to achieve any kind of success, you have to be persistent and consistent,” Tascoe said. “Failure is inevitable in life. There will always be something that you don’t quite get just right. We can have countless ideas and that’s great, but we have to understand that not all those ideas will work. But the only way to get to know what ideas will work is to do them. Focus on them and give them some time to develop.”

In addition to his presentation, Tascoe also took the time to work one on one with several ASU art students, previewing their work and giving them helpful hints.

“I was personally inspired by the work I saw,” he said. “I’m excited about future events and seeing what ASU art students bring into the world.”

If they work hard and persevere, maybe someday those students will benefit from some “instant” fame and fortune as they create their own realities. ■

# Nurturing Hearts



Juan Felipe Herrera

Photo by Danny Meyer

**Creativity is like breathing** for award-winning author Juan Felipe Herrera.

In his 29 books of poetry, prose, plays, children’s stories and young adult novels, Herrera chronicles the experiences of Mexican-Americans – their struggles, achievements and contributions to American culture and everyday life. As the featured speaker at ASU’s 2014 Writers Conference in Honor of Elmer Kelton in February, he encouraged the budding writers in the audience to tap into their own inherent creativity.

“Creativity is right inside you, and anytime you want to be creative, you’re on,” Herrera said.

The son of migrant farm workers, Herrera credits his mother with sparking his creativity by teaching him to read at an early age, despite the fact that she only had a third-grade education.

“Little did we both know she was teaching me storytelling,” Herrera said, “and little did we know I would use those family stories to tell my own.”

His other early experiences included a lot of traveling as his father used an old Army truck to pull their one-room house

that he had built and mounted on a chassis as a trailer.

“My father was always moving and exploring,” Herrera said. “Then my mother sold the truck out from under him. She would always sell everything because, she would say, ‘I want to be free!’ I guess, because of that Army truck, I do love traveling.”

That love of traveling eventually took Herrera to the 1969 Chicano Youth Liberation Conference in Denver, which he hails as a turning point and continuing inspiration for his work.

“I was right in the middle of that,” he said. “It was a very close community of writers. It was a very big experience for Chicano writers. Writing and speaking were really at the heart of the civil rights movement. It’s hard to describe because sometimes you think literature is solely literature, but it really begins in society.”

During his ASU presentation, Herrera encouraged would-be writers to join modern writing “communities” as a way to further their creativity and make connections.

“When we’re writing in a community, there are people who are doing different

things, things that can help us get published,” he said. “Go to a reading. You meet each other, you have a conversation and all of a sudden you get published. That’s how it happens organically.”

“Now, it’s about book festivals,” Herrera continued. “You start small and you build, but you have to keep on getting together. If we stay by ourselves, the work develops slower and we get frustrated. When you talk with other writers, you get excited.”

Herrera speaks with other writers regularly in the creative writing classes he teaches at the University of California-Riverside. Also poet laureate of California, Herrera’s books have garnered more than 50 honors and awards, including a PEN/Beyond Margin’s Award and the National Book Critics’ Circle Award for the poetry collection *Half of the World in Light*. He has also received a Guggenheim Fellowship and a grant from the National Endowment for the Arts, as well as the Friends of Children and Literature (FOCAL) Award and Ezra Jack Keats Award for his bilingual memoir, *Calling The Doves/El Canto De Las Palomas* (2001).

He enjoys speaking at gatherings like the ASU Writers Conference to both encourage novice writers and add to the well of his own creativity.

“What I get out of it,” Herrera said, “is making more connections, seeing people, stimulating my imagination, nurturing my heart and, hopefully, nurturing other hearts.”

Funded by the College of Arts and Sciences and organized by the Department of English and Modern Languages, the ASU Writers Conference was established in 1997 to honor San Angelo writer Elmer Kelton, who was the first Distinguished Visiting Professor at ASU and the conference’s first featured speaker. ■





Photo by Danny Meyer

Robert Hunter

# A Diplomat's Perspective

**For former U.S. Ambassador** Robert Hunter, the issues of the Middle East are like an oriental carpet, tightly interwoven threads of religion, tradition and history.

Take Iran, for example, which has been a focus of U.S. concern over its nuclear program.

"The U.S. has a complex and complicated relationship with Iran," Hunter said. "Both cultures have long memories."

The featured speaker for ASU's E. James Holland-Roy A. Harrell Jr. Foreign Affairs Speakers Program in February, Hunter called for a diplomatic solution to the current issues centered on Iran's nuclear capability, as well as a host of other Middle East dilemmas.

Iranians have not forgotten about U.S. participation in the 1953 overthrow of their elected government, and Americans have not forgotten the Iran hostage crisis of 1979-81, when 52 Americans were held captive at the U.S. Embassy in Tehran for 444 days. Yet the two countries do have some common ground as Iran is also a foe of both the al-Qaeda Islamic terrorist organization and the Taliban in Afghanistan.

"Everything in the Middle East is connected to everything else," Hunter said. "We need to move beyond military solutions to problems."

U.S. ambassador to the North Atlantic Treaty Organization (NATO) from 1993-98, Hunter has spent 47 years in public service working on Arab-Israeli affairs and currently is a senior fellow at the Center for Transatlantic Relations, a Washington-based think tank operated by Johns Hopkins University.

"Blessed are the peacemakers because they shall never be unemployed," he joked.

Twice awarded the Pentagon's highest civilian decoration, the Department of Defense Medal for Distinguished Public Service, Hunter also has been decorated by the governments of Hungary, Poland, Lithuania, Bulgaria, Estonia, Belgium and France.

During two presentations on the ASU campus, he focused first on hot spots in the Middle East, from the long-festering Arab-Israeli conflict to the civil war in Syria and the ongoing U.S. military involvement in Iraq and Afghanistan. He then detailed issues

simmering in Europe, particularly immigration, cultural conflicts and Europe's dependence on North Africa's oil and natural gas.

"Let's make ASU a hub for talking about these issues," he said.

In addition to his public appearances, Hunter visited with students in several classes and shared several meals with students, calling on them to serve America.

"Foreign affairs have to be bipartisan," Hunter said. "We all have to work together or we're all going to fail together. That's why you young people have got to get involved. Come to Washington. Take the jobs away from the people who think they are entitled to have the power. We need the best in America back again."

The E. James Holland-Roy A. Harrell Jr. Foreign Affairs Speakers Program is dedicated to providing ASU students and the community with a broader worldview and exposing students to potential career opportunities in the Foreign Service. Participating ambassadors deliver a general presentation on self-selected topics to ASU and the community and meet with students in the classroom to share their diplomatic experiences.

The program is sponsored by the ASU College of Arts and Sciences, Center for Security Studies, University Center Program Council and the academic departments of Communication and Mass Media, Political Science and Philosophy, History, and English and Modern Languages. ■



news **ALONG** the **MALL**

# Diagnosing Health Care

**The future of affordable health care** is murky at best.

Liliana Salazar, a senior vice president and employee benefits compliance practice co-leader for Wells Fargo Insurance, detailed her forecast for the Affordable Care Act (ACA) as she addressed ASU's 2014 Wells Fargo Distinguished Lectureship in Business in March.

After tackling the complex changes embedded in the 2010 ACA legislation at last year's lectureship, Salazar returned to offer her "Health Care Reform Checkup." In her presentation aimed mainly at employers, she highlighted continuing developments in such aspects as health insurance exchanges, the individual mandate and government subsidies to individuals.

"All of these elements make up health care reform," Salazar said. "As we look at all of these forces merging, it is a very interesting dynamic we see in the health care industry."

That dynamic includes consolidation of health care provider networks, limited ability to negotiate for better health care rates and consolidation of insurance networks – combined with the overall aging of the U.S. population and high claim costs. Because of these and other issues, Salazar foresees some businesses and employers dropping insurance coverage, forcing individuals to shop the open marketplace of the insurance exchanges.

As an employee benefits compliance professional and an attorney, Salazar possesses extensive experience addressing employers' responsibilities under federal, state and local laws. She interacts with regulatory agencies, such as the Department of Labor, Internal Revenue Service, Centers for Medicare &

Medicaid Services, Department of Health and Human Services and state insurance departments, to address the applicability of laws and regulations to group health plans.

But employers are not the only ones affected by the sweeping changes in the ACA, commonly referred to as "Obamacare." It also contains regulations aimed at individual consumers.

"The individual mandate affects everyone," Salazar said. "It requires that every legal resident of the United States retain health insurance coverage."

Most consumers are covered by health insurance through their employer, and those who are not can apply for government subsidies to help pay for individual coverage. However, a consumer who has health insurance through the workplace but who cannot afford to pay the additional cost to cover a dependent child would be subject to a penalty under ACA. Also, anyone who accepts a subsidy, but is not qualified by income, will have to repay that money to the federal government.

"It is very important that you, as a consumer, understand what choices are available to you," Salazar said. "Sit down and analyze them."

There are some benefits for students, though, as the ACA requires parents to provide insurance coverage for a dependent child to age 26, thus extending the umbrella of insurance protection for many college students.

Proponents of the ACA claim it is meant to encourage consumers to shop around for health insurance and use the power of bargain hunting to lower the costs, thereby benefitting both individuals and employers.



Liliana Salazar

"What can you do?" Salazar said. "You can start encouraging employees to become consumers of health care. It's the same thing as shopping for an iPad. They will go to Amazon.com or they will go to eBay or they will go to various options to price that object. The same thing will happen with health care."

The Distinguished Lectureship in Business was established in 1995 and is underwritten each year by Wells Fargo Bank of San Angelo. ■

## Reaffirmation

ASU has earned reaffirmation with no recommendations for improvement for its accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

A total evaluation of the university's academic programs and administrative procedures is required once every 10 years for reaffirmation. The process involves submission of a campus-wide self-study followed by a campus visit by a SACSCOC team for inspection and external evaluation of programs and procedures.

ASU's written report was submitted in the fall of 2012 with the site visit the following March. During the visit, the evaluation team assessed ASU on 92 different standards for compliance, with ASU earning final reaffirmation without any recommendations for improvement.

In announcing the accreditation, ASU President Brian J. May said, "This is the best possible outcome for Angelo State's reaffirmation. Only 2 percent of schools receive reaffirmation with one or fewer recommendations for improvement. This result ranks us with some of the best universities in the nation and validates the quality of education ASU provides our students."

Accreditation is a requirement for universities to transfer academic credits, receive

federal funds for research and programs, and award federal student financial aid. With the reaffirmation, ASU is accredited by SACSCOC to award baccalaureate, master's and doctorate degrees.

## TEXES Perfection

For the 17<sup>th</sup> straight year, ASU students have maintained a 100 percent passing rate on the Texas Examination of Educator Standards (TEXES) teacher certification test for secondary mathematics.

Nine ASU students took the TEXES in January and passed with an average score of 268 out of 300. ASU's perfect passing rate streak began in 1998 and since then, all 167 of the ASU students who have taken the secondary mathematics exam after completing the ASU mathematics program have passed.

This was the first year for the new Math 7-12 exam that has replaced the previous Math 8-12 exam. During the previous 16 years that ASU maintained a 100 percent passing rate on the Math 8-12 exam, the state average was only about 50 percent.

ASU students passing the secondary mathematics test this year to keep the streak alive were Kristine Calvaresi of Universal City, Jose Jasso of Lometa, Melissa Misenhimer of New Braunfels, Allysson Ruiz of Castroville, Courtney Rutledge of Monahans, and Amy Johnson, Heather Just, Corey Murphey and Ryan Parker of San Angelo.

## Programs Ranked

ASU's nursing and teacher education programs have each been ranked in the top 40 nationally for their online graduate degree offerings by *U.S. News and World Report* for its 2014 edition of *Best Online Programs*.

Overall, ASU ranked No. 34 among the 130 U.S. colleges and universities identified by *U.S. News and World Report* as offering online graduate nursing programs, and ranked No. 36 among the 238 institutions identified as offering online graduate education programs. This is the second consecutive year the ASU nursing program has made the *Best Online Programs* list after ranking No. 64 last year, and is a first for the teacher education program.

The criteria used to configure the rankings included weighted scores in the categories of student engagement (30 percent of score), faculty credentials and training (25 percent), student services and technology (20 percent), peer reputation (15 percent) and admission selectivity (10 percent).

## Chemistry Honor

The student affiliates chapter of the American Chemical Society (ACS) has received a Commendable Award from the national ACS Committee on Education for the chapter's activities during the 2012-13 academic year.

The ASU chapter was recognized for its participation in chemistry outreach activities, attendance at national meetings, and fundraising and social events. This marks the eighth straight year the ASU chapter has received a year-end award from the national ACS.

The ASU group and other award-winning chapters will be honored at the 247<sup>th</sup> ACS National Meeting. They have already been highlighted in the *inChemistry* ACS student member magazine, and will be featured in a future issue of the *Chemical & Engineering News* weekly ACS magazine.

Faculty sponsors for ASU's student chapter are Dr. Edith Osborne, assistant professor of chemistry, and Kevin Boudreaux, senior instructor of chemistry.

## Reserve Nat'l Champs

The Agriculture Department's Meat Judging Team finished second out of 19 teams and placed three individuals in the top 10 at the 2013 American Meat Science Association's (AMSA) International Meat Judging Contest in November in Dakota City, Neb.

One of only two teams not from a Division I university, the ASU team scored 4,090 points to finish behind only Texas Tech University (4,141 points) in the overall standings. The AMSA International is considered the national championship of collegiate meat judging, and as

runner-up, ASU is the 2013 Reserve National Champion. It is the highest finish ever for ASU at the national contest.

In the team event standings, ASU posted seven top-five rankings, finishing first in Beef Grading and Overall Beef; second in Lamb Judging; third in Beef Judging; fourth in Specifications; and fifth in Placing and Reasons.

Individually for ASU, Ty Crooks of Grape Creek placed third overall while Sondra Lohse of San Marcos and Clay Kelley of Ballinger placed seventh and 10<sup>th</sup>, respectively, out of more than 70 competitors. Kelley was named to the AMSA All-America first team, based on his contest performances throughout the year and his grade point average.

## Social Accreditation

ASU's social work bachelor's degree program has received Initial Accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation. The Initial Accreditation period will run for four years, as long as ASU submits a satisfactory progress report in December.

"Accreditation for the social work program means that our students will be able to sit for the Texas state licensing exam and that our program is on par with other B.S.W. programs around the state and nation," said Dr. Thomas Starkey, program director.

The ASU program first received Candidacy Status from the CSWE in 2010, and has now received its Initial Accreditation that will run through 2018.

The CSWE is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the U.S.

## Flag Football Title

Co-recreational intramural flag football squad IM Legends won the 2013 National Intramural-Recreational Sports Association (NIRSA) National Campus Championship Series national championship in January at the University of West Florida.

The ASU team defeated a Kennesaw State University team, 48-16, in the championship game to win its second straight NIRSA national title. Individually for IM Legends, Reid Jackson was named tournament MVP and joined teammate Jodi Jackson on the All-America Team.

IM Legends has now won four national titles in the past five years, claiming 2010 and 2012 American Collegiate Intramural Sports (ACIS) championships and the 2012 and 2013 NIRSA titles.

## Up and Down

Graduate school enrollment continued to grow at ASU, setting a spring semester record, while undergraduate enrollment dropped, resulting in a total of 5,883 attending the university this spring.

## Blue & Gold Events

- June 2** First class day of first summer session
- July 4** Holiday
- July 9** First class day of second summer session
- Aug. 25** First class day of fall 2014 semester
- Sept. 1** Holiday
- Save the Date!**
- Oct. 11** Homecoming

Athletics schedules may be found at [www.angelosports.com](http://www.angelosports.com)

View the detailed ASU calendar of events at [www.angelo.edu/events](http://www.angelo.edu/events)



Graduate enrollment reached 990, 92 more than the 898 grad students who enrolled last spring. The record spring enrollment was 10.2 percent greater than the 2013 total, the previous spring record.

As was expected after a drop in fall undergraduate enrollment, the spring totals were down with 4,893 undergraduates taking classes, compared to 5,251 a year ago. The 2014 overall spring headcount was 5,883, compared to 6,149 the previous spring, marking a 4.3 percent drop.

The enrollment totals were counted as of the 20<sup>th</sup> class day.

Comparisons by classification of the spring 2014 and 2013 enrollments were: freshman, 944, 1074; sophomore, 1,132, 1,203; junior, 1,101, 1,246; senior, 1,610, 1,598; unclassified, 106, 130; graduate, 990, 898; and total, 5,883, 6,149.

Total graduate and undergraduate semester credit hours for this spring were 71,877, compared to last spring's 75,463. ■



# angelostaters

## PEOPLE WHO MAKE ASU GREAT

### Susan E. Keith

Dr. Susan E. Keith has been named dean of ASU's College of Graduate Studies. Her appointment was effective Jan. 1.

A professor of kinesiology, Keith joined the ASU faculty in 1997 and has extensive experience teaching graduate courses. She has also served as a member of the University Graduate Council, Graduate Advisory Committee in the Department of Agriculture, Physical Therapy Admissions Committee and Graduate Faculty Research Enhancement Program Grants Committee.

Keith also has a record of extensive involvement in department and university-wide leadership and service, having chaired or served on 36 committees, including several presidential task forces.

Additionally, she was instrumental in developing and implementing the M.Ed. in coaching, sport, recreation and fitness administration, a highly successful program in the Department of Kinesiology.

### Excellent Staff

Four ASU staff members – Aaron Carrillo, Pauline Balderas, Paula Dowler and Jeromey Whitaker – received President's Awards for Staff Excellence for 2013 during spring ceremonies on campus.

Carrillo, a printer in the ASU Print Shop, received the President's Award for Excellence in Customer Service for his reliabil-

ity, efficiency, unfailing punctuality and attention to detail in serving campus clients with their various printing needs.

Balderas, advancement services coordinator in the Office of Development and Alumni Relations, earned the President's Award for Excellence in Innovation for her innovative work in leading a team that automated an Alumni Association process to reduce both data entry time and the risk of human error.

Dowler, international services and budget coordinator in the Center for International Studies (CIS), earned the President's Award for Commitment to Excellence for not only managing the CIS budget and financial processes, but also in assisting students and faculty with their various needs for CIS passport services and in the university's myriad study abroad programs.

Whitaker, associate director for University Recreation and Intramurals, received the President's Award for Excellence in Leadership for his strong leadership and dedication to student success, resulting in record student and team participation in the university's intramural program.

The honorees were selected from 39 non-teaching employees nominated by their ASU peers. Four awards are given each spring to recognize non-teaching staff whose job performance exceeded the customary standards or who exhib-

ited outstanding skill or dedication while performing special projects during the preceding calendar year. The recipients receive a \$1,000 honorarium and a presentation piece.

### Brenda Stewart

Brenda Stewart, degree audit and curriculum coordinator for the Office of Academic Affairs, has been named the fourth recipient of the Chancellor's Colonel Rowan Award for Execution.

An ASU staff member since 1988, Stewart was recognized for her technical skill in improving the workflow processes for graduation certification and for her leadership in working with the administrative assistants in the academic colleges to implement the new process. She did the testing and provided the training, including the supporting materials, for all the administrative assistants.

The Rowan Award annually recognizes a staff member who has gone above and beyond the call of duty in carrying out a major project during the last academic year. The recipient is chosen by Chancellor Kent Hance of the Texas Tech University System.

### Kathryn Artnak

Dr. Kathryn Artnak has been named one of "100 Inspiring Nursing Professors to Watch in 2014" by *OnlineLPNtoRN.org*, a career advancement website for licensed professional nurs-

es. According to the website, the list was formulated to honor 100 dedicated nurse educators who have succeeded in carving out a place for themselves in the changing nursing landscape.

An ASU faculty member since 1995, Artnak teaches courses in theory and health policy and ethics for advanced nursing practice in the online M.S.N. program. She also conducts research on end-of-life care and chronic illness for ASU's CareGiver Research Institute, and last summer led a group of graduate nursing students on ASU's first-ever study abroad trip to Africa. She maintains a practice at Shannon Medical Center as a clinical ethics consultant and chairs the Hospital Ethics Committee.

### Dylan Meador

Dylan Meador, an Air Force ROTC cadet from Wall, has been honored with the William Randolph Lovelace Memorial Award as the top cadet in the Southwest Region. He was chosen from 3,500 cadets in the Southwest Region, which contains 11 states and 36 AF-ROTC detachments.

Each detachment nominates its top cadet for the award. A selection committee bases its decision on academic achievement, athletics, military performance and other factors, such as membership in the Arnold Air Society national ROTC honor society.

Sponsored by the Air Force Association (AFA) the award was presented to Meador at the annual Arnold Air Society National Conclave in Washington, D.C., in April. He will now compete against winners from the other three ROTC regions for the AFA Cadet of the Year Award.

A regular on the ASU Dean's List and Professor of Aerospace Studies Honor Role, Meador is the cadet recruiting officer and commander of the ASU detachment's Charlie Flight. He has also earned the AFROTC Academic Honors Award and Physical Fitness Award each of his semesters at ASU.

### Student Scientists

Three ASU students have been awarded mini-grants by the national office of the Beta Beta Beta (Tri-Beta) national biology honor society to fund their ongoing research projects.

Senior Haley Hale of Brackettville was awarded \$400 for her project titled "Conservation of a Rare Cactus, *Echinocereus chisoensis*."

Senior Mary Jones of Wall was awarded \$400 for her project titled "A Re-examination and Morphological Comparison of the Helminthoglyptid Fossil Land Snails *Helix* and *Lysinoe* (Gastropoda: Pulmonata) from Presidio and Brewster Counties of West Texas."

Senior Alexis Mobley of San Angelo was awarded \$525 for her project titled "Isolation, Sequence, and

Characterization of p53 mRNA in Various Bat Species."

Each of the students presented their research results at the Tri-Beta South Central Regional Meeting in April at the Oklahoma University Biological Field Station, and will again at the Tri-Beta National Meeting in June in Erie, Penn.

### Quality Teachers

Three ASU faculty have been awarded U.S. Department of Education grants through the Teacher Quality Grants program for projects aimed at aiding the professional development of area K-12 teachers in various subjects.

Dr. Christine Purkiss in teacher education has been granted \$129,328 through a sub-award with Abilene Christian University for her project titled "Earth Science: It's Elementary."

Dr. David Bixler, chair of the Physics and Geosciences Department, has been granted \$121,381 through a sub-award with Abilene Christian University to continue the project titled "Physics Teacher Quality."

Dr. Donna Gee in teacher education has been granted \$107,726 through a sub-award with the University of Texas-Permian Basin for the project titled "West Texas Mathematics Consortium" in conjunction with faculty at UTPB and Abilene Christian.

The Teacher Quality Grants program is administered by the Texas Higher Education Coor-

dinating Board for the purpose of improving elementary and secondary education by providing teachers with intensive professional development workshops and activities in specific subject areas.

### Deborah Banker

Dr. Deborah Banker, assistant professor of teacher education, has been recognized for "Exemplary Faculty Practices" by the Quest for Quality: Teacher Preparation in Texas program.

One of only seven Texas college and university faculty honored for the fall of 2013, Banker was recognized for her use of technology and the creation of experiential learning. She uses the Second Life program to create assignments using avatars and immersive technology that allow her students to experience some of what it is like to be impaired with schizophrenia or autism to better understand the behaviors they may encounter in their future classrooms.

The Quest for Quality initiative is designed to highlight exceptional quality in university-based teacher preparation in Texas. ■



# Making Connections

by Preston Lewis

Clicking with a new generation of freshmen in particular and modern college students in general becomes more challenging each year as the pace of technological and societal change accelerates.



After all, the target age of the students remains the same while the faculty and staff who must relate to them each day grow one day older and one day further removed from that target age and its related cultural experiences. This technological, cultural and time gap between students and those who educate them has implications for how universities recruit and relate to those students, as well as for how to engage them in the classroom and in their broader education.

Consider that freshmen who enter ASU this fall think of Amazon more as an Internet superstore than as a river or rain forest in South America. With GPS, they have never had to ask for directions, just an address. About the time they were learning to crawl, news was first beginning to crawl across the bottoms of our television screens. And, they are too young to ever remember the Dallas Cowboys as Super Bowl champions.

Even if they cannot remember Super Bowl XXX and the Cowboys’ 27-17 victory over the Pittsburgh Steelers, they can use their cell phones to call up a game summary on Wikipedia or to find game highlights on YouTube. Each successive entering freshman class at ASU becomes the university’s most technologically sophisticated cohort, having from childhood taken communication and media technology for granted, such as the World Wide Web, text messaging and MP3 players.

Each fall, Beloit College in Wisconsin releases its mindset list for entering freshmen. Last year’s list for the class of 2017 noted that to entering freshmen, GM was as likely to represent genetically modified as General Motors, that Gaga had never been just baby talk and that a tablet was no longer just something you took for a headache. The intent of the Beloit College list is to help the college’s faculty better relate to incoming students by better understanding reference points in their world.

Determining characteristics of and relationships between generations became the academic work of historian William Strauss and demographer Neil Howe in the 1980s when they began studying social generations and generational cycles in American history. Their studies resulted in their landmark 1991 book *Generations*. Their thesis was that generational age groups tend to share a set of attitudes, behaviors, beliefs and values based on their shared social, cultural and technological experiences during a particular time in history.

Strauss and Howe named the generation born between 1982 and 2004 as “Millennials.” In their book *Millennials Go to College*, the authors described the current college cohort as “more numerous, more affluent, better educated and more ethnically diverse” than any other generation in living memory. Further, the Millennials are much more interconnected through cell phones, electronic social networks and the World Wide Web than their parents and teachers.

In other words, a typical midde-aged adult who grew up in an era when the highest technology was a rotary phone tethered to a landline at home and an overhead projector in the classroom may find it awkward to relate to students who have produced and posted their own videos on YouTube. That is the challenge – and fun – in higher education today. ■



Photo by Danny Meyer



# on the flip side

by Tom Nurre



Above: John Wegner  
and Doyle Carter  
Right: Edith Osborne



Photos by Danny Meyer

By the time most students get to college, they are on their own when it comes to doing homework.

To keep those students from flipping out over confusing assignments, a gradually increasing number of higher education faculty are flipping their courses instead, having their students study and take notes at home and then do their “homework” in class. The flipped course model originated with the Khan Academy educational website in 2006 and is slowly making

its way into brick-and-mortar colleges and universities. Some ASU faculty have joined in, utilizing the resources of ASU’s Center for Innovation in Teaching and Research (CITR).

“The traditional way to teach classes is to deliver lectures and then assign homework on the lecture topics,” said Dr. John Wegner, CITR director. “What Khan argued is that for students who are struggling, you can talk about something all day, but when they get home, they still don’t get it. Then you collect their homework and they don’t score well.”

“So when you flip that class,” he continued, “students are actually doing the homework in class, and the instructor can walk through it with those who are struggling.”

One of the challenges of offering a flipped course is how to deliver to students the material normally included in class lectures. Some faculty assign book readings and online research. Others record and post lecture videos that students can access through ASU’s Blackboard online course management system. Dr. Doyle Carter, professor of kinesiology, has his own particular way of partially flipping his undergraduate Measurement and Evaluation course to free up more class time for practical applications.

“Kids often get ‘deer in the headlights’ looks when it comes to statistics,” Carter said, “and I want to be able to see those looks in class. But, I don’t use class time for

quizzes. I post my quizzes in Blackboard, and students take the quizzes on their own time. Students are also responsible for their own reading and some practice outside of class, and then we use our class time for hands-on practice.”

But perhaps the most obvious method of flipping a class is to provide video lectures for “homework” and then work on what would traditionally be homework problems in class. Dr. Edith Osborne, assistant professor of chemistry, has become quite the video producer.

“They are mainly problem-solving videos,” Osborne said. “Students might see me explain something once in lecture, but then they can go back and watch the videos over and over again to make sure they understand it. I know that some of them look at the videos multiple times, and there has been a lot of positive feedback.”

“Sometimes for a quiz,” she continued, “instead of going back over it in class, I’ll make a video tutorial over the quiz. I always post a written key, but sometimes students want to actually see how I worked the problems. I have a tablet PC that will record what I write on the screen. It really lets me expand in the video how I worked the problems.”

Osborne started making the videos in 2012 and has gotten assistance from Brian Beck in the CITR to find and utilize open-source software to record and improve them.

“I knew my students were already looking at instructional YouTube and Khan Academy videos,” Osborne said. “By making my own, I can make sure the content matches what I’m doing in lectures. I’ve found that

Flip Side – continued on page 20

# Not Your Parents’ Blackboard

It does not come with chalk and erasers, but the Blackboard online course management system is just as essential to ASU faculty as chalkboards were in the past.

Whether teaching face-to-face, online, hybrid or flipped courses, faculty can utilize Blackboard to facilitate just about every aspect of their student interaction.

“Essentially, it allows faculty to upload information,” said Dr. John Wegner, director of ASU’s Center for Innovation in Teaching and Research. “It puts the information in a repository, like a giant file cabinet, that allows students to go in and access the information. It can be static, like notes or math problems, or more dynamic, like video lectures. Students can also write and submit assignments, as well as take tests and exams.”

Also included in the Blackboard system are discussion boards, calendars, announcement boards, an interactive whiteboard function, student journals and blogs, plagiarism safeguards and methods for two-way communication between faculty and individual students. Faculty can also access tools to create coursework and manage grades, track student success, provide alerts when students fall behind and measure student learning outcomes.

“Blackboard allows ASU to open doors that were previously unavailable,” said Rebecca Schkade, learning technology support analyst. “Students come from around the world to attend our ‘classroom.’ Gone are the days when the university would close and students would lose access to resources. Students are always connected. They can complete homework, receive updates about class materials on their mobile devices, check their grades, go to the library and get tutoring – all through Blackboard. It is all available to them with the click of a mouse.”

“Our goal is for students to be successful, and we all play a role in that,” she added. “Admissions brings the brightest students to our campus, faculty share knowledge about subjects and Blackboard makes learning possible for all students.” ■







Left to right: Ana Allen, John Osterhout, Edgar Mares, Marissa Saulnier and Alexandra Aguilar

students are more likely to value the videos if they are directly connected to their lectures.”

“There is a lot of content in biochemistry and my students like having me actually there in class,” she added. “But the videos have allowed me to add more worksheets so students can do more problem solving and case studies in class. I started doing the videos to enhance my lectures and have more time for practical applications. It also frees up more time before tests to do in-class reviews.”

One of the few ASU faculty with a totally flipped course is Dr. John Osterhout, chair of the Chemistry and Biochemistry Department. But rather than video lectures for his Biophysical Chemistry course, he assigns home book readings in line with the course objectives. After some initial trepidation, his methods have grown on his students, like senior Alexis Mobley of San Angelo.

“We get to really look over the material, make notes about what we are reading and be prepared for class,” Mobley said. “We do have some homework, but it’s mostly just to make sure we understand what we are reading. We are then able to go over our reading and do worksheets in class, which causes more interaction between our classmates and the professor. We can ask the questions we really need to know.”

“I like it better than I thought I would,” she added. “I’m really an auditory learner, but we have a great book that breaks down very hard concepts and makes them easy to understand. It also definitely helps to have Dr. Osterhout around when we are actually doing our work.”

As with any emerging new teaching method, though, there are both pros and cons to flipping.



Alexis Mobley

“Proponents argue that flipped courses extend education outside of the classroom,” Wegner said. “You also establish different ways of delivering course materials, and it forces students to be more actively engaged. But it also requires a good bit of discipline from students. Some faculty are leery of putting hybrid courses together because of the fewer contact hours with their students.”

Flipping courses also requires additional time and technical knowledge from the faculty involved.

“My videos have certainly gotten better as I’ve learned more,” Osborne said, “though it takes awhile to make each one and I end up spending some of my evenings making videos at home. But they have really helped my students, and I’ll be able to use them over again each year.”

Regardless of whether faculty love it or hate it, flipping looks like it is here to stay, even if just as another step in the evolution of higher education.

“For me, it’s all about the learning,” Carter said. “It’s almost Machiavellian in that the end justifies the means. I will continue trying to create and modify methods that are going to give students the best opportunity for learning. What worked 20 years ago might work for fewer students now, but the same can be said about our current methods 20 years from now. It’s an ongoing process.”

“I’ve probably got 10-15 years left in my career, and I don’t want to be a dinosaur,” Carter added. “I may not be right on the cutting edge, but I want to be prepared because 10 years from now, everything might be completely different.” ■

# Inventive Instruction

Through more than 20 years of teaching in higher education, Dr. Michael Dixon has learned to not only expect change, but to embrace it.

Change has arrived in the form of new teaching methods, available technology and student expectations, as well as in the lifestyles and circumstances of many of today’s students.

“Distractions have gone way up,” said Dixon, an associate professor of biology. “Fifteen years ago, nobody had a cell phone or a beeper that was going to do anything other than maybe ring in class. Now, it’s a continual battle to keep students engaged and their attention away from their cell phones.”

“I also think we are maybe getting more students coming to college just because someone else told them they needed to,” he continued. “Those students don’t necessarily know why they are in college and may not be as motivated to do well. We’ve always had that, but we may be getting more than we used to.”

An ASU faculty member since 2003, Dixon regularly teaches introductory courses filled with non-biology majors just looking to complete their degree requirements. To hold those students’ attention and keep them motivated, he often starts classes with videos or radio news stories on current events gleaned from sources like National Public Radio and BBC. He even conceived his own card game called “Evolution Poker” and sometimes uses props like a guitar to illustrate scientific concepts. Those innovative ideas helped garner him the 2012 ASU President’s Award for Faculty Excellence in Teaching.

At the same time, for his courses geared toward biology and other science majors who are genuinely interested in the mate-

rial, Dixon has had to master new technologies and techniques to connect with students who expect them.

“As instructors, we have more tools available to present information to students,” Dixon said, “and students have grown up with technology. They have always had smart phones, the Internet and Google, so it’s up to us to take advantage of those technologies and help the students be comfortable in how they are obtaining their knowledge. We are just scraping the surface of the power of using all these resources on the Internet.”

“I can remember when all of our teaching was done on a chalkboard,” he added. “The overhead projector was a step forward in technology and then slide projectors were another step. PowerPoint now allows us to come up with even more visually stunning material. Just changing up what you do at least temporarily re-engages students.”



Michael Dixon (standing) looks on as Marcy Revelez, Thomas Horsley, Austin Gilbert and Riccay Harrison master the game of “Extinction.”

Check out how several ASU faculty members are incorporating available learning technology and students’ personal digital devices in their classes by visiting “Technology Tool Belt” and “Their Own Devices” at [www.angelo.edu/ASUMagazine](http://www.angelo.edu/ASUMagazine).



# By Design

by Jayna Phinney

Angelo State's online students may do their course work completely solo, but the development of their courses is anything but an individual project.

While faculty members are the content experts, ASU instructional designers work closely with them to prepare their content for the online environment.

"Creating an online course really does take a team," said Dr. Leslie Mayrand, College of Health and Human Services dean, "because you need that instructional designer's experience, their theoretical background and their knowledge of best practices working with the faculty member to make that course what it is."

"We have great faculty subject-area experts who aren't technologically savvy," said Dr. Paul Swets, College of Arts and Sciences dean. "The idea is not to leave them out of the technological revolution, but to provide them with the skills, the tools and the opportunity to use those tools when they maybe didn't have the expertise to do it before. That's where instructional designers come in."

Rather than have one central office for online education, instructional designers work independently for each of ASU's four academic colleges because each college is at a different level with its online course development and has its own goals.

The College of Education and College of Health and Human Services already have multiple successful online graduate degree programs and have been ranked among the top 40 in the nation by *U.S. News and World Report*. The College of Business just moved its Master of Business Administration program to an online format last fall, and the College of Arts and Sciences is working to make its undergraduate core courses available online.

"It's a college-wide commitment to having somebody with the expertise to assist their faculty," said Dr. Nancy Allen, interim

provost and vice president for academic affairs. "That's a commitment all the deans made. This way, the instructional designers know the college, know what's going on, get to know the faculty and can concentrate efforts on what the dean sees as the priorities within that college."

Kristin Stanley, instructional designer for the College of Health and Human Services, helps faculty with the design, development and ongoing review of online courses using Blackboard, ASU's online learning management system.

"When faculty request my help," Stanley said, "I assist them with their course design. I start with the syllabus since it is the intended roadmap for the course. I next tackle course objectives and outcomes, ensuring they are in line with course activities and assessments. I make recommendations to faculty on how to repurpose or revise an activity or activities that will better engage students in the online environment."

Course navigation is also important to ensure students can easily find their way through the course content. Blackboard tools like discussion boards and collaborative platforms help faculty build a social presence in their online classes.

"Community and collaboration are key elements of an online learning environment," Stanley said. "There is a strong link between a sense of community and increased learner satisfaction, motivation, retention and persistence rates, and group cohesiveness."

"Creating and sustaining an online learning community and social presence can be a challenge," she added. "Interactions that create a social presence occur naturally in face-to-face courses, but do not spontaneously happen in the online classroom, so effective strategies to allow students to interact and engage with each other, the content and the instructor must be designed and planned in advance."



Photo by Danny Meyer

Dr. Molly Walker, an ASU nursing professor, sought Stanley's guidance in planning her online courses.

"The community of inquiry model helped me to see online learning is different from the traditional teacher-centered learning environment," Walker said. "I worked with Kristin on ways to set up and clearly engage the students in the learning. I really learned a lot from her. It's just a new way of thinking."

Working with Stanley also helped Walker see courses from an online student's perspective. She realized students prefer to go over course material grouped in modules, which she refers to as lesson units, as opposed to the daily lecture format of face-to-face courses.

Another important function of the instructional designers is to make sure that ASU is considering online course accessibility issues for students with disabilities. The university also adheres to Quality Matters, a national standard of structuring courses so students have the best opportunity to learn.

"All of the faculty who teach online are receiving the Quality Matters program overview and introduction," said Dr. John Miazga, College of Education dean. "The instructional designers work with the faculty members to make sure those things are within their courses."

Molly Walker (left) and Kristin Stanley collaborate on the design of an online course in the nursing program.

Instructional designers also allow students to experience a level of consistency across the online courses they take from ASU.

"If each course worked completely differently, then students would have to learn a lot more things than if the courses worked similarly," said Dr. Corbett Gaulden Jr., College of Business dean. "The instructional designer is useful in seeing to it that there are certain kinds of course features – not content – that have the best chance for consistency, so that students have the best experience in the overall design of things. They're not having to figure out every semester four brand-new ways to get through an online course."

As the competition to attract online students continues to grow across the state and the nation, instructional designers help ensure that ASU has quality online course offerings.

"The resources available through technology exceed what were available to me just a few years ago in a classroom," Swets said. "The ability to use hyperlinks, to use embedded videos, to access databases and to connect with other resources through an online setting can enhance a class beyond what a lecture could deliver, even just a few years ago. So done right, and that's what

we're trying to do with our instructional designers, I think an online class can be extremely effective. It can allow students access to the class where otherwise they wouldn't be able to come at all."

Mayrand said faculty members embrace instructional designers because, rather than being critical, their function is to show faculty how to enhance courses for the students' benefit. Just as ASU's small face-to-face classes produce more personal relationships between the faculty and students, designers and faculty are working together to take that same type of atmosphere online.

"In the past," Mayrand said, "students were just happy to have online offerings that they could take advantage of. Now, students are definitely savvier in terms of looking for that quality online education. They don't want to feel like nobody cares about them, nobody cares if they're in the class, that type of thing."

"That's what we work really hard to do here at ASU," she continued, "to really take advantage of that technology, but keep the students involved and active in that learning, so they don't feel that they're just one in 200 students and that we don't even know them." ■

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Photo by Danny Meyer

# Long-Distance Relationships

**Rather than planking,** Tebowing or twerking, ASU Honors Program students have gotten into Skype-ing.

Through the Alumni Mentoring Program spearheaded by Dr. Shivraj Sohur and Taimur Khan, both Class of 1992, Honors Program students connect with various alumni through Skype sessions to get a real-world view of different career fields. The emergence of Skype as an easy method for computer videoconferencing, coupled with the success of a previous Skype session between Sohur and a group of ASU biology students, set the stage for the current program that began in 2012.

“I started working with Taimur Khan, a technology executive with Oracle Corp.,” Sohur said. “We came up with a plan for this program, where alumni call in for a Skype session and talk about their respective areas of expertise. The goal was to enrich students’ academic experience with real-world mentoring from alumni in fields the honors students are considering or may not have been exposed to.”

“Our students,” said Dr. Shirley Eoff, Honors Program director, “are exposed to prominent alumni who are inspiring role

models and build their confidence that the education they are receiving at Angelo State can be a springboard for amazing personal growth and professional success. Hearing these personal stories encourages students to dream big, to seek out opportunities, and to remember their roots when they also achieve success.”

A neurologist and research scientist at Massachusetts General Hospital-Harvard Medical School, Sohur is also one of 10 alumni who have participated in the Skype sessions. He and Khan collaborate with Eoff to sign up speakers.

“We go back to our cohorts and friends from our era,” Sohur said. “Through them, we also get connected to other alumni, and we contact them and ask if they are willing to participate.”

“Has the program been a success so far – definitely,” he added. “Can we do better with help from other alumni – absolutely. Any alumni who are willing to give about an hour of their time from anywhere in the world, we would love to hear from them. We have had alumni call in from other states and overseas for these Skype meetings, and

*Long-Distance – continued on page 43*

## Previous Alumni Mentors

### Spring 2012

**Mario Castillo**, Class of 1970  
Founder and President, The Aegis Group  
Government relations and public policy

### Fall 2012

**Dr. Shivraj Sohur**, Class of 1992  
Neurologist and Research Scientist,  
Massachusetts General Hospital-  
Harvard Medical School  
Neurology and biomedical research

**Taimur Khan**, Class of 1992  
Group Director, Business Development,  
Oracle Corporation  
Information technology and business trends

**Claudia Waite**, Class of 1991  
Soprano Soloist, Metropolitan Opera  
Opera performance and arts administration

### Spring 2013

**Dr. Kyle Longley**, Class of 1987  
Snell Family Dean’s Distinguished Professor  
of History and Political Science,  
Arizona State University  
History and academic publishing

**Diane Fischer**, Class of 1981  
Senior Safeguards Analyst,  
International Atomic Energy Agency  
Nuclear science and international commissions

### Fall 2013

**Aroni Banerjee**, Class of 1992  
Compensation and Benefits Leader,  
Intel Corporation  
Global compensation strategy

**Lucy Snyder**, Class of 1992  
Author, Bram Stoker Award Winner  
Fiction and nonfiction writing

### Spring 2014

**Dr. Stephen Rommelfanger**, Class of 1993  
Director, Palliative Care Program,  
Aurora Health Care System  
Pain management care and end of life decisions

**Dr. Albert Reyes**, Class of 1981  
President and CEO, Buckner International  
Leadership and social improvement

# Setting Up for Success

Ukuleles and Podcasts. White Tail Fever. Game Engines for Learning.

Those are just a few of the new signature courses that incoming ASU freshmen get to choose from when they register for their first fall semester.

“The freshmen coming to college today have different issues than in the past,” said Dr. Andy Wallace, Freshman College dean. “What we’re finding is that the issues are more communication, critical thinking and validating information, and they’re not aware of university resources like the Math Lab or the Writing Center. So we’ve created these one-credit-hour, eight-week courses that are in the common core. Taking one is required of all incoming freshmen beginning this fall, and we’ve incorporated these common freshman issues into the classes.”

The goal of the signature courses is to help freshmen overcome these issues in the first half of their first semester of college so they can be successful in their other courses and persist through to graduation.

“We’ve asked faculty to submit proposals,” Wallace said, “that have an interdisciplinary and contemporary topic so it will appeal to all freshmen from different majors, even freshmen without a major. Faculty are taking a topic that they are passionate about and then wrapping it around course essentials to address the common freshman issues.”

With about 50 different signature courses available, the idea is that students will pick a topic that interests them and, in turn, find a faculty member who shares that interest. Most of the courses enroll only 20-25 students to better facilitate class discussions and participation. The pilot round of signature courses in the fall 2013 semester was largely successful as only two of the enrolled students failed to return for the spring 2014 semester.

Dr. John E. Klingemann, history professor and department chair, taught one of the pilot signature courses and will offer it again this fall. His course, United States History on Film, examines the development of the film industry and the production of movies that center on historical themes.

“We looked at anything from ‘Birth of a Nation’ to ‘Breakfast at Tiffany’s,’ ‘Apocalypse Now,’ you name it,” Klingemann said. “From that, we deconstructed anything from issues of race and ethnicity to the embellishment of historical fact. So we took quite a wide approach to assessing all of these films. In the end, what I hope the students achieve is a critical eye for any movie they watch.”

English major James Kiser of Paint Rock took Klingemann’s course in the fall and said he also picked up other skills regarding stress reduction, time management, organization and studying.

“I was skeptical at first,” Kiser said, “because I didn’t want to spend time learning things I already know, but it all has been useful. And, I really liked examining societal issues and how some events have shaped history and how those events were expressed through film.”

Klingemann said he enjoys teaching the course because it allows him to focus on a history topic he had not featured previously in his classes. He hopes the signature course might also help recruit some students to the History Department while they acclimate to college life.

“As the class developed, I could actually see students getting comfortable with the university environment and understanding what is required of them as undergraduates,” Klingemann said. “They had a better understanding after this class of what you must do in order to be successful at this level.” ■



Photo by Danny Meyer

Andy Wallace





Photos by Danny Meyer

ASU student teacher Whitney Johnson



Sydney Morris

## Next-Gen Education

by Laurel Scott

As ASU's education majors complete their student-teaching assignments and move into the workforce, they become part of the front line in the K-12 educational system.

Faced with students who have steadily shrinking attention spans and increasing access to information through their various digital devices, the challenge for teacher candidates like ASU senior Whitney Johnson of Los Angeles has become finding new ways to keep those students engaged and active in the learning process.

"I think today's children are smarter than I was," Johnson said. "They are so intelligent and bright and they see things differently than we did. At 10 years old, I didn't see the potential in the world. Everything was black and white and small."

"Today's students," she continued, "are encouraged to be as creative as possible, and they know they can pick up some form of technology and speak with someone half-way across the world or they can pick up technology and know every answer to every

question. They have all of the knowledge of the world at their fingertips."

Because of that increasing reliance on technology, the ASU College of Education has dedicated itself to graduating tech-savvy teachers.

"It's the social media generation coming in," said Dr. John Miazga, College of Education dean. "But the hurdle remains. They have to learn how to integrate technology into learning in the classroom."

"Once that technology is in the classroom," said Dr. Marva Solomon, assistant professor of teacher education, "it's a big incentive to use it. It's important in the College of Education that we model that, that we use technology to enhance learning for our college students."

To that end, ASU education students hone their craft in the Innovative Learning Lab, a classroom outfitted with state-of-the-art teaching and learning technology, and utilize multimedia technology in all their other classes. The practical application of

their new tech skills comes mainly while student teaching in the San Angelo Independent School District (SAISD).

"It's not about the devices, but how the devices can support the concept being learned," said Carl Dethloff, SAISD assistant superintendent of human resources and staff development. "Since our student teachers have used technology in their coursework throughout ASU, the perspective they have when planning lessons for their own students is enhanced with ways to incorporate technology."

"Our student teachers are also used to creating lesson plans using technology," he added, "plus, finding and creating instructional videos, researching best practices and communicating with each other via e-mail, blogs, discussion posts and social media. In addition, they have been introduced to the collection of data for decision-driven processes and have used electronic assessment/portfolio software."

And, there is no grace period for introducing technology into K-12 classrooms.

Johnson found that out during her ASU student teaching experience when she was told to hand out iPads to her kindergarteners. Solomon provided the iPads through an internal ASU grant and then sent her student teachers out to test them.

"At first I thought, '5-year-olds, they are not going to be able to do this,'" Johnson said. "But they absolutely loved it. They felt such a high sense of accomplishment, a sense of pride. Some of these students come from really low socioeconomic backgrounds and they've never touched or seen technology like this. If they have, it's been on TV or in the hands of grownups. So for them to be able to have that and use that, it gives them a really high sense of worth."

In addition to grabbing and holding students' attention, classroom technology also gives teachers the ability to provide the quick feedback students are used to getting from their personal digital devices.

"If I give a 10-year-old child a ruler and a pencil and tell them to find the angles of this and that, it's hands-on and they're learning from it, but it's not as interactive," Johnson said. "I really feel like getting that instant gratification of bright colors or a 'you did it' makes the difference. This technology gives them that instant feedback and values the

work that they're doing immediately, as opposed to turning it in and waiting for a 24-hour or 48-hour turnaround to figure out how they did."

But as students get older, keeping them focused becomes an ever greater challenge. The additional distractions of just growing up in modern society were evident in the classrooms of ASU senior Sydney Morris of San Angelo during her student teaching at SAISD's Central Freshman Campus.

"Students have a lot more on their minds than I remember growing up," Morris said. "Focus is something we struggle with and I know that's across the disciplines. Home life is so different for students now, even from when I was growing up. They might not live with both parents or they might not live with either parent or they're switching homes every week. It's more difficult to send things home for them to complete because their home life is more complicated."

"I think cell phones are huge," she added. "They are not supposed to have their cell phones out in class, but in the hall and in the restroom, they're pulling out their cell phones and that's what they are thinking about, one more text they want to send. It affects their focus."

Next-Gen – continued on page 43

Blackboards and simple overhead projectors are rapidly disappearing from modern K-12 classrooms, replaced by the latest in multimedia teaching technology.

Budding teachers in ASU's College of Education learn how to use those new high-tech tools in the Innovative Learning Lab, which features smart boards and various other digital devices.

"It can be a mistake to think everyone is technologically savvy," said Dr. John Miazga, College of Education dean. "We have all manner of folks in the teacher education program, but with the up-to-date lab, our students can learn how to use the kind of technology they will need to know in classrooms once they become teachers. With this lab, we expose people to ideas and they get excited."

Funded by a grant from ASU alumni Alvin and Patricia New in 2008, Room 124 of the Carr Education-Fine Arts Building was transformed into the Innovative Teaching Center and then reopened in February of 2014 as the Innovative Learning Lab. Director Meghan Seibert, technical support specialist for the College of Education, offers ASU education students individual lessons and group workshops on the latest technology, as well as opportunities to explore new options and practice teaching techniques.

"Educators today need to be able to use everything from smart boards and smart phones to iPads and Chromebooks," Seibert said. "They must also be able to tap into Web resources and apps and find or create useful podcasts and video tours."

"The role of the teacher has changed," she continued. "As experts have said, we're moving away from the 'sage on the stage' model. We're facilitators now. Our job is to teach students how to learn and to connect them to the vast database of available knowledge." ■



# the Personal Touch



Sharla Adam



Tara Hart

**It takes a village** to recruit an Angelo State student.

While ASU's admissions counselors serve as the face of ASU, it is the guidance and support from the rest of the campus community that ultimately seals the deal for many prospective students.

"Engaging the student of today is really about individualization," said Admissions Director Sharla Adam. "We want to know what their needs and interests are early in our conversations. Once informed, we are able to respond specifically to each student by connecting them with departments and organizations specific to their needs and interests. And of course, once a student visits campus, ASU's faculty, staff and beautiful campus truly sell themselves."

Admissions counselor Christabel Romine, who recruits in West Texas, understands that today's students are all about getting personalized attention and information.

"Before I go to a high school, I actually pull all of our student files from that school to see who has applied," Romine said. "That way, if I have students come up to me, I am familiar with who they are. Usually I can provide them with a checklist showing what else I need from them. That way, when they come up I'm not saying, 'Um, who are you again?' They don't feel like they're being overlooked. It's more personal than that."

Each prospective student also gets individual attention from Romine and the other admissions counselors through social media and particularly e-mail. Simply mass mailing students a standard brochure is no longer adequate to hold their interest.

"Students are really good about e-mailing, for the most part," Romine said. "I get e-mails throughout the day, any time of the day. It's so easily accessible, not only on their smart phones, but a lot of high schools now have laptops or iPads for their students,

so it's right there for them to keep up with daily. If I e-mail a student during school hours, they'll usually e-mail me back during school hours."

ASU's counselors also use social media sites, such as Facebook, Twitter and Instagram, combined with the e-mails and mail-outs to help students get buy-in from the important people in their lives, as well as build their own excitement about going to college.

"Students really like to promote where they're going," said Tara Hart, associate director of admissions. "One of the pieces that we mail out has an ASU pennant in it, and we've had good luck with it. Students are taking pictures on Instagram and they're saying where they're going to college because if it's not in social media, then it doesn't exist for the current generation of students."

Once students have been admitted, Romine and the other counselors then serve as their home base for further assistance as they often have questions about the other tasks they must complete as they prepare to enroll at ASU.

"They feel very comfortable with us," Romine said. "Any time my students have a question, they usually contact me and say, 'I'm really interested in this program, but I don't know who to contact.' If I'm familiar with it, I'll usually give them the information. But for the most part, I send them on to the department that they should be talking with. They are always asking about things like residence life, financial aid or their ID card. We are definitely a connector for our students." ■



ASU admissions counselors Thanh Nguyen, Christabel Romine, Jessica Behringer, Stacy Sepulveda and Daniela Gonzalez

Photo by Danny Meyer

# Hall-apalooza



Photo by Danny Meyer

## There is no longer any such thing as a college dorm.

As students' on-campus housing expectations have changed, so have dormitories, into residence halls or student housing complexes. The shift was simply necessary to attract students accustomed to having their own room at home as something of a personal kingdom. So, gone are the concepts of multiple students sharing a single large bedroom, segregated dorms and community bathrooms, all replaced by more apartment-style accommodations. As a result, residence halls, including those at ASU, have become a prime recruiting tool.

"Our admissions counselors are well-versed in what each of our residence halls has to offer," said Tracy Baker, interim director of residential programs. "At orientations, we have students stay in the residence halls. We try to get them interested in not just coming to ASU for academics, which is their primary experience, but also to realize that our residence halls support and enhance that. They provide an environment where students can be successful both academically and personally."

The biggest shift in student expectations has been their need for privacy. ASU began moving away from communal dorm rooms in 2003 with the opening of Texan Hall, which was named a "Project of Distinction" by *College Planning & Management* magazine.

"We built Texan Hall in that design in response to what students were saying they

wanted," Baker said. "They wanted private bedrooms and common areas that were a little more private than in some of the other halls."

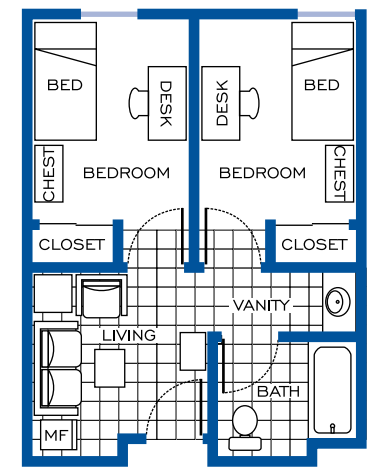
Subsequently, Centennial Village was opened in 2008 and Plaza Verde was completed in 2011. Both won Design Excellence recognition for Randall Scott Architects Inc. in *American School and University Magazine*.

"Students still want private rooms," Baker said, "but what we've discovered is that they aren't necessarily retained at a higher rate if they have a private room versus a double room. So Plaza Verde was built with double rooms, and that is really important, especially for students' first-year experience."

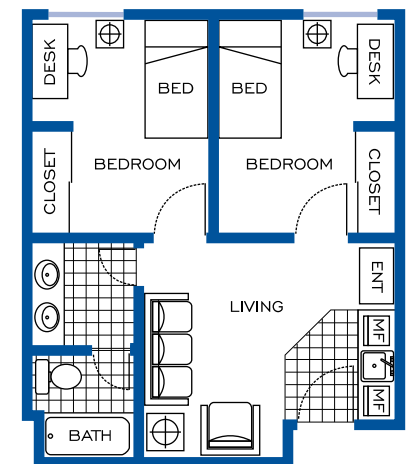
Whether singles or doubles, ASU residence halls are so nice that extra effort is sometimes needed to get students out of their rooms and involved in the campus activities that make up the social side of the college experience.

"As students have become more technology dependent, we've discovered that they have a harder time interacting with each other and with us," Baker said. "So we have Facebook pages for our office, and our resident assistants each have one for their communities, but it is still a challenge."

Besides privacy, top priorities for incoming students include the ability to switch if they do not like their room, choosing their roommate and the availability of electrical



Centennial Village 2BR



Texan Hall 2BR

outlets and Wi-Fi for their electronics. ASU accommodates these concerns, but some other student expectations are less realistic.

"They are often surprised that we don't clean their rooms for them," Baker said. "Some are surprised that they have to supply their own toiletries."

With about 2,000 residence hall beds on campus, ASU runs at 100 percent capacity for fall semesters and above 90 percent for spring. The older residence halls have also been modernized, and for the first time ever next spring, ASU will offer a few private, self-contained suites for individual students in Carr Hall. As with the rest of the changes to ASU's residence halls, Baker expects this one to be very popular.

"You just have to be one of the first four students with at least 60 credit hours to renew your housing application," she said, "and you can grab that space."

But, you will still have to clean your own room. ■





Ben Kelly

# of Honor Class

by Brandon Ireton

**Pioneers, trailblazers,** hard-working, dedicated and talented were some of the words used to describe the five newest members of the Angelo State Athletics Hall of Honor.

The sixth Hall of Honor class includes Kathleen Brasfield, Gail Allison Bullard, Tranel Hawkins, Ben Kelly and Claudia Lopez, who were inducted at a campus ceremony in January.

Hired in 1978 as ASU's head volleyball coach, Brasfield devoted the majority of her professional career to the university, taking over the post of women's athletic director in 1982 and overall athletic director in 2004. By the time she retired from coaching in 2005 to focus on her responsibilities as athletic director, she was one of the winningest coaches in NCAA Division II history.

"I'm very humbled, and there are a lot of people who are in the ASU Athletic Hall of Honor who are my heroes," Brasfield said. "Certainly the ones going into the Hall of Honor this year are heroes. When I look at the future, there are a lot of quality people that will be in the Hall of Honor someday, and for me to be in it is very humbling and rewarding."

In her 26 years as head volleyball coach, Brasfield led the Rambelles to 647 wins and was named Lone Star Conference Coach of the Year a record eight times. She also led the Rambelles to seven league titles, including four consecutive LSC crowns from 1982-85.

Her administrative accomplishments include establishing the first university endowment solely for Angelo State athletics, thanks to the support of Dr. Robert and Jean Ann LeGrand. She also served as chair

of the NCAA D-II Management Council in 2010 and received the Under Armour Athletic Director of the Year Award for the D-II West Region in 2011. In 2013, she was honored with the Division 2 Athletics Directors Association Lifetime Achievement Award, and she is set to be inducted into the National Association of Collegiate Directors of Athletics Hall of Fame this summer.

Additional honors for Brasfield include being named a member of the LSC All-75 Year Team in 2007 as a volleyball coach and earning the National Association for Girls and Women in Sport Pathfinder Award for her contributions to the achievement of women in sports.

Kelly, a former San Angelo College football player, was one of the first African-American players to compete for a previously all-white football team in Texas. He played running back at SAC from 1953-54 and was a two-time All-Pioneer Conference first team selection. The Rams went 10-8-1 during Kelly's two seasons on campus under head coach Max Bumgardner and assistant coach Phil George. Kelly also received the Nathan's Jeweler Award for football in 1954.

On his induction to the Hall of Honor, Kelly said, "It means that you have been acknowledged for the sacrifices you have done and made, and that you tried to do the best you are able to do in your lifespan. It makes you feel real good. I feel real fortunate."

A 1950 graduate of Blackshear, San Angelo's former all-black high school, Kelly went on to play football at the University of Illinois and then served two years in the U.S. Army before returning to San Angelo and enrolling at SAC. After his two seasons at SAC, he was signed by the San Francisco 49ers and played one season before play-



Kathleen Brasfield



Claudia Lopez



Gail Allison Bullard

ing a year with the New York Giants under Vince Lombardi and Tom Landry. He then spent 29 years running the San Angelo Boys and Girls Club until retiring in 1996.

In February, Kelly was also inducted into the Texas Black Sports Hall of Fame in Dallas, joining such sporting greats as Anthony "Spud" Webb, Jack Johnson and Ernie Banks.

Lopez, a former Rambelles softball player and coach, holds the ASU career pitching records for strikeouts (386), lowest ERA (2.00) and strikeouts per game (7.16). She was a key member of the 2004 NCAA Division II National Championship team and later served as an assistant coach from 2006-09.

"It is a great honor to be inducted," Lopez said. "I know it takes a long time to be inducted into this Hall of Honor. I couldn't be more proud of my teammates. The first thing I thought about when I found out about it, I automatically thought about my team and teammates because they were a huge part of it."

During her playing career, the Rambelles went 96-21 and Lopez posted a 49-11 record. The Douglas, Ariz., native was named the LSC Pitcher of the Year in 2004 and to the LSC All-Academic Team. She was also named the 2004 South Central Regional Tournament MVP.

When her playing days were over, Lopez became an assistant coach and was an integral part of the 2007 and 2009 ASU teams that advanced to the NCAA Division II Softball World Series.

Allison Bullard played volleyball for the Rambelles from 1989-92 and still holds the school records for career kills (1,934) and career blocks (475). The San Angelo native was a key part of three LSC Champion teams in 1989, 1991 and 1992, and was

named to the All-LSC Team all four years she competed for ASU.

"It was very special to be a part of the volleyball program," Allison Bullard said. "I had some great teams that I played on, and I met some very special teammates that are lifelong friends now. Getting to play under Kathleen (Brasfield) and just learning the love and passion of the game. Induction to the ASU Athletic Hall of Honor is very special."

One of the most explosive players in ASU history, Allison Bullard led the 'Belles in hitting percentage every year she was on the team. She also twice led the team in kills (1990, 1991), service aces (1990, 1992) and digs (1991, 1992). She still holds the record for most block assists in a single game (15) and the season record for attack percentage (.347). She was the LSC Tournament MVP and an American Volleyball Coaches Association All-Region selection in 1991 and 1992.

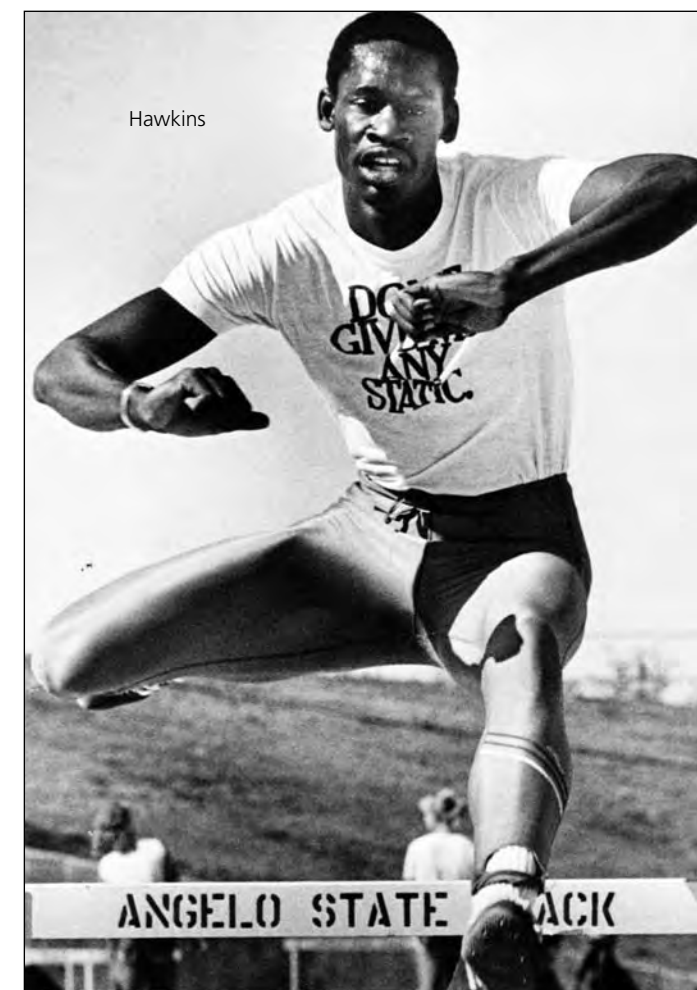
Hawkins was a two-time All-American and NCAA Division II national champion in the 400-meter hurdles for ASU in 1983-84. He also won two LSC titles in the 400-meter hurdles and still holds ASU's top 10 times in the event.

After winning the 1983 D-II national title, Hawkins competed at the NCAA D-I National Championships, where he took second place. When his time at ASU was done, he continued his career at the U.S. Olympic Trials, running a 48.28 to cap-

ture the final spot on the 1984 U.S. Olympic Team. He went on to place sixth at the 1984 Summer Olympic Games in Los Angeles.

In addition to his spot in the ASU Hall of Honor, Hawkins is a member of the U.S. Track & Field and Cross Country Coaches Association Division II Hall of Fame.

Established in 2004, the ASU Athletics Hall of Honor now has 24 members. A complete list of members and their bios can be found online at [www.angelosports.com/hof.aspx](http://www.angelosports.com/hof.aspx). ■



Hawkins





# Field of Dreams

**The Mayer family** knows all about being a good steward of the land in West Texas.

For five generations, the Mayers have ranched in West Texas and have been rewarded for both their utilization and preservation of their land's natural resources. In January, their conservation efforts extended onto the Angelo State campus when the new Mayer Softball Field was officially unveiled, complete with its artificial field turf playing surface that was funded by the Richard and Betty Mayer family.

"Being a rancher, I know the importance of water," Richard Mayer said. "We simply are lacking an adequate water supply in West Texas. The need for artificial turf in our sports playing fields is an answer in helping to conserve our water supply. The turf allows the university to have great playing fields for their students and also helps conserve our water."

"I have been involved with sports all my life and I enjoy all the games," he added. "Angelo State needs state-of-the-art facilities to compete with other universities in the various sports programs. I was honored to be asked to help ASU achieve that goal."

The \$600,000 artificial turf installation at Mayer Field was actually completed in November of 2013 and includes the infield, outfield, batting cages and bullpens.

"With our inability to water," said ASU President Brian J. May, "this type of playing surface is critical in order to hold the infrastructure intact

and attract quality players. So we truly appreciate what the Mayers have done for the softball program and the university."

"The Mayers are a family that understands West Texas and West Texas needs," May added, "and this next generation is continuing that legacy. That family has been blessed, and they use their money to bless others. I can't begin to tell you how much their generosity has benefitted our entire institution."

In addition to Mayer Field, the Mayer family endows several ASU scholarships and the Mayer-Rousselot family contributed more than half of the construction cost for the new Mayer-Rousselot Agriculture Education Center recently opened at ASU's Management, Instruction and Research (MIR) Center. Previously, family patriarch Sol Mayer served as chairman of the San Angelo College (SAC) Building and Development Campaign, which raised money to support the move of the campus from

North Oakes Street to its current location. The Mayer Hall dormitory carried his name from 1950 until the hall was demolished in 2008, right about the same time the ASU Administration Building was re-named the Sol Mayer Administration Building.

"My grandfather had only a fourth-grade education," Richard Mayer said, "but he instilled in his family a good work ethic – work hard and give back! He gave back to many projects in his lifetime, and so did my father. They believed in people. There is an old saying, 'You come into the world with nothing and you should leave it by making it a better place – better than how you found it.' Leave your mark!"

"I went to ASU when it was a junior college and have always regretted not finishing my education," he added. "The draft caught me just at the end of the Korean War. I have been blessed with the resources to give back, I believe in education and I believe in ASU. It has been my pleasure to give to 'my' school." ■



Richard and Betty Mayer cut the ribbon on the new Mayer Softball Field in January.

Photos by Danny Meyer

## Home Turf Advantage

by Tom Nurre



Robert and Jean Ann LeGrand

**For the first time ever this fall**, the Angelo State Rams will play football games on campus on a field that sports the ASU logo and colors.

In the space of just a few months, ASU's LeGrand Sports Complex is being converted into LeGrand Stadium. In addition to the university's track and field teams, it is now home to the Rams football team. The transformation began last year with the installation of artificial turf for 1<sup>st</sup> Community Credit Union Field, and Texas Bank has funded a new scoreboard. Major renovations, including floodlights, additional seating and press box facilities, are ongoing, thanks to a \$1.4 million donation by Dr. Robert and Jean Ann LeGrand.

"Bob and Jean Ann LeGrand have long supported all aspects of ASU, ranging from academics to alumni to athletics," said ASU President Brian J. May. "Whenever there has been a need, the LeGrands have always stepped up to assist. Thanks to their ongoing generosity, we will now be able to bring our football games home to campus this fall for the first time in history. LeGrand Stadium will provide a fine facility that will serve both our student athletes and our fans for many years to come."

The Rams previously played home games at Bobcat Stadium in east San Angelo from 1939 to 1956, when their home games were moved to San Angelo Stadium. Having their

own venue on campus that they do not share with high school teams will generate an entirely new kind of home field advantage.

"There is something about having your own field on your campus with your logos," May said, "and being able to look out over that beautiful surface and understand that when you come to that field, it's like coming home. We want our athletic teams to feel like they are coming home, and they are going to play like they are coming home. We also want the rest of our students to be able to walk over to that stadium and enjoy it."

"I think it's going to be real exciting," Robert LeGrand said, "not just for the football players, but for the students and the fans, as well. San Angelo Stadium is a wonderful facility, but this stadium is on campus, it's for the Rams, and I think it's going to be exciting for everybody to see football played on a home field. I also hope it will help recruiting. The football players are going to love it."

Jean Ann LeGrand is a San Angelo native, and Robert managed a thriving surgical practice for 38 years, serving the San Angelo region and into the far reaches of west and central Texas, until his recent retirement. Together, they have provided more than \$4 million in monetary support for ASU athletics, scholarships and the LeGrand Alumni and Visitors Center, as well as thousands of hours of fan support at athletic events. Having previously funded

improvements to the LeGrand Sports Complex track and field facilities, they are now the driving force behind ASU's new campus football stadium.

"We feel like this is one way we can contribute and pay it forward to not only San Angelo, but to all the surrounding communities," Jean Ann LeGrand said. "Some ASU athletes, including football players, come from this region. For many years, the kind people of West Texas trusted Bob to care for them. This is one way we could say, 'Thank you,' to all those great people."

The 2014 Rams are also giving thanks as they will make history when they play the first football game on campus on Sept. 13.

"The players are excited about the possibilities," said head coach Will Wagner. "To have this stadium here on campus is something special. We talk about home field advantage, and there are some great places in the Lone Star Conference that have it. Now, ASU gets to add to that because this is going to be a great facility for it."

"Our players understand the tradition here at Angelo State," he added, "and they are excited to establish a new tradition of playing all our home games on campus. They understand when they walk out of their locker room onto that field with the Junell Center in the background and all the seats packed, how that is going to be a big advantage for us. So we are all very excited about it." ■

### 2014 Rams in LeGrand Stadium

September 13	Western State	6 p.m.
September 20	McMurry	7 p.m.
September 27	West Texas A&M	7 p.m.
October 11	Texas A&M-Commerce	6 p.m.
October 25	Eastern New Mexico	6 p.m.





# Karli's Rebound

by Brandon Ireton

“My mom has always been my biggest fan and my biggest supporter.”



Photo by Danny Meyer

Left to right – Cayla Petree, Karli Kellermeier, Melissa Kellermeier

**The biggest obstacles** Karli Kellermeier has faced at Angelo State have nothing to do with basketball.

A basketball and track star at Wall High School, Kellermeier particularly excelled on the court and was her district's defensive player of the year. As a freshman at ASU, her defensive skills got her into 27 games for the Rambelles, though she averaged scoring just 3.3 points per game.

“When I came in as a little freshman, I felt really good about everything,” Kellermeier said. “I had a chance to get a lot of playing time and I was really excited going into my sophomore year.”

But that is when disaster struck. Kellermeier started fainting in practice and was often too exhausted to complete workouts. After numerous medical tests, she was diagnosed with Graves' disease, an autoimmune disorder, right at the start of the 2011 season.

“When I found out that I had Graves' disease, that was probably the first time I have ever had something like that happen to me where I couldn't control it,” Kellermeier said. “It was like something was taken away from me, and it was really hard dealing with that.”

Graves' disease leads to over-activity of the thyroid gland. Doctors removed Kellermeier's thyroid and put her on daily medication.

“It basically gives me the hormone levels that they think my body is going to respond to best,” Kellermeier said. “But stress, your sleep pattern, your diet, the amount of exercise all affect your hormones, so it can change constantly.”

Then, just as Kellermeier was getting everything back together, her mother, Melissa, was diagnosed with breast cancer prior to the 2013-14 season.

“My mom has always been my biggest fan and my biggest supporter,” Kellermeier said.

“When she found out, she still wanted to be at all my games and still be able to do everything. I told her that her health is what matters more than anything. I have a breast cancer ribbon I wear on my shoes, and it is the last thing I see before getting on the court.”

Though undergoing treatment at M.D. Anderson Cancer Center in Houston, Melissa still managed to follow her daughter's games.

“When she couldn't come to the games, she still called and texted as soon as they were over,” Kellermeier said. “She found the first Wi-Fi signal she could so that she could get the stream of the games.”

And, she had more to listen to this past season as Kellermeier also blossomed offensively under new head coach Cayla Petree.

“Karli is a tremendous worker in everything she does,” Petree said. “She spends so much of her own time trying to improve her game, so I knew she could score. We just had to convince her to shoot.”

As a senior this past season, Kellermeier scored in double figures six times, including 21 points against Eastern New Mexico and 19 against Cameron, though she still takes pride in her defense.

“Honestly, the games that I feel like I do the best are the ones where I play good defense,” Kellermeier said. “I remember after the ENMU game when I had the 21 points, everyone was like, ‘You did so good.’ But I thought I missed some rebounds and I let that girl score.”

That attitude and basketball have gotten Kellermeier through her darkest hours.

“It really is a good stress reliever when you go into the gym and you get focused,” Kellermeier said. “The rest of the world is kind of gone and you can let all of the problems and struggles you have in the world just go away for a little bit.” ■

# Court General

**Like most coaches** of team sports, ASU Rams head basketball coach Chris Beard rarely singles out an individual player for praise.

But sometimes, a player comes along who is truly an unsung hero and deserves a bit of the spotlight. That happened for the Rams this season, and Beard seized a postgame press conference opportunity at the Lone Star Conference Tournament to publicly pay tribute to senior guard Bryan Hammond.

“I have a lot of respect for all the players who got all-conference,” Beard said, “but for Bryan Hammond not to get it I think was a mistake. The guys who did get it were deserving, but I've been doing this a long time and I've never had a guard who does more for his team than Bryan Hammond.”

One of the key reasons for the Rams' basketball resurgence this season, Hammond went the entire year without winning a weekly LSC award and did not receive postseason recognition from the conference. What he did earn, though, was the trust and admiration of his coaches and teammates.

A starter for each of ASU's 28 games, Hammond averaged 12.9 points per game and led the Rams with 127 assists. His play and leadership helped lead the Rams to a 19-9 record, their first postseason berth since 2010 and their first LSC Tournament win since 2001. An unselfish player throughout his ASU career, his individual success was a reflection of his personal goal to improve on the previous season's 7-19 record.

“As a team, our mentality changed and it was strictly about winning a championship,” Hammond said. “I want this year's team to be remembered as the team that started greatness at ASU. Being ranked in the top 25 and having a successful season in Coach Beard's first year here is just the beginning of more great things to happen. I

just want us to be remembered as the group of guys that started the change for ASU men's basketball.”

A native of New Orleans, La., Hammond transferred to ASU from Nicholls State prior to the 2012-13 season. He completed his two-year Rams career with 584 points (10.8 per game), 203 assists and 37 steals. As a senior, his 127 assists ranked fourth in the LSC and his scoring average of 13.9 points per conference game ranked 10<sup>th</sup>. He scored in double digits 16 times and scored more than 20 points in five games, including a game-high 22 points in the Rams' LSC Tournament victory over Cameron.

A May graduate, Hammond played for two head coaches at ASU. Former coach Fred Rike recruited him to ASU, and then Beard took over prior to this season. Lessons were learned from both coaches that he will take with him after graduation, and the support he received from the ASU community will not soon be forgotten.

“My time at ASU has truly been a blessing,” Hammond said. “Two years of playing for two different coaches that know the game real well and that are real good people has helped me to become a better man off the court, as well as instilled the leadership qualities I needed on the court. All sports at ASU support each other, and I have never seen a school with so much support.”

“We would not have won 19 games without Bryan Hammond,” Beard said. “He is a winner.” ■



Photo by Danny Meyer

Bryan Hammond

“I've been doing this a long time and I've never had a guard who does more for his team than Bryan Hammond.” – Chris Beard



# SPRING 2014 Sports wrap

## Another Successful Run

The ASU women's track and field team capped another successful indoor season by recording an individual national title, three All-Americans and another top 10 finish at the NCAA Division II Indoor Track and Field Championships in Winston-Salem, N.C.

Even with only three athletes competing, the Rambelles scored 19 points and tied for eighth place. It is the second year in a row that ASU finished eighth at the indoor national meet.

Senior Kearah Danville (Kingston, Jamaica) led the charge with her second consecutive triple jump national title. Her leap of 42'8.25" (13.01 meters) notched the victory as she won the third individual indoor national championship in school history.

Junior Jordan Gray (Marble Falls) also matched her effort from last year as she placed second in the pentathlon, scoring a personal-best 3,887 points and adding eight points to the team total. Junior Jaylen Rodgers (Hamlin) finished eighth in the 800 meters and picked up one point in the team standings.

Danville, Gray and Rodgers were each named All-America for the second straight year.

The strong showing at the national meet followed ASU's runner-up finish at the Lone Star Conference Indoor Track and Field Championships in Lubbock.

Gray won the pentathlon and long jump while Danville won the triple jump and Rodgers won the 800-meter run. Jasmine Ambowode (Lyon, France) placed in the pentathlon, triple jump and 400-meter hurdles. Lexi Brooks (Cedar Park), Ashlie Francis (Belton), Brittany Patterson (San Angelo), Hannah Hartman (Santa Anna), Allison Agbasoga (Leander), Kinsey Coppedge (Saginaw) and Michelle Billingsley (Colorado City) also scored points for ASU in their respective events.

Gray was named the LSC Outstanding Field Athlete of the Year and joined Danville, Rodgers and Ambowode on the All-LSC Team. ■

## Program Re-established

Success and excitement returned to the Junell Center as the ASU Rams basketball team recorded its best season in five years.

In new head coach Chris Beard's first season, the Rams started 10-0 for the first time ever on their way to a 19-9 record and third-place finish in the Lone Star Conference. The Rams also returned to the postseason for the first time since 2010 and won their first LSC Tournament game since 2001.

"Above all, I thought we established our program as a contender in the LSC and in the region," Beard said. "We have a lot of work ahead of us, but the foundation for success has been started."

Posting an 11-2 home record, the Rams entertained home and road fans alike, scoring 72.8 points per game. They also ranked second in the LSC by limiting opponents to 69.2 points per game.

Senior Kenny Williams (St. Louis) led the Rams and LSC in scoring with 17.2

points per game. He was named LSC Newcomer of the Year, and to the All-LSC first team and Daktronics All-South Central Region first team. Senior Bryan Hammond (New Orleans) averaged 12.9 points per game and led the Rams with 127 assists. Senior Chris Talkington (Grand Prairie) shot 41.4 percent on 3-pointers, and senior Tommy Woolridge (Chicago) averaged 9.1 points per game. Senior Ryan Marsh (Burlington) and sophomore Reggie Sutton (San Angelo) were named to the Academic All-LSC Team.

"Every team has an identity," Beard said. "We believe in team defense and a balanced offense with good shot selection. We try to recruit unselfish, talented players who want to graduate, who want to win, and who have a passion for basketball and competition. This year's team helped us establish our team identity and a winning culture where everyone is held accountable." ■



Chris Beard

## A New Era Begins

In her first season as head coach, Cayla Petree led the ASU Rambelles basketball team to a winning record and another trip to the Lone Star Conference Tournament.

The 'Belles posted a 14-13 overall record, including a 7-9 mark in LSC play and an 8-5 home record in the Junell Center/Stephens Arena. The season was highlighted by a 60-55 home upset win over No. 25 Tarleton State and a fourth straight trip to the LSC postseason, the 25<sup>th</sup> in team history. The 'Belles also set a school record for fewest points allowed in a game as they defeated Schreiner University, 61-30, at home on Dec. 17. Battling all the way, the 'Belles ended the season with a 70-66 overtime loss to Midwestern State in the quarterfinal round of the LSC Tournament.

Several ASU players received conference accolades for their performances. Junior forward Hillari Adam (Wall) became the first Rambelle to be named LSC Academic Athlete of the Year and was also named to the CoSIDA Capital One Academic All-District Team. The 'Belles' leading scorer, she also earned a spot on the All-LSC second team. Senior forward Rochelle Norris (Dallas) earned All-LSC honorable mention. Junior forwards Karli Kellermeier (Wall) and Khalisha Lee (Houston) each earned LSC Defensive Player of the Week honors during the season.

Petree also reached a milestone with her 100<sup>th</sup> career victory in the 'Belles' 60-51 home win over University of the Incarnate Word on Dec. 21. She now has a 107-74 career record. ■



Cayla Petree



Triple jump champion Kearah Danville



# Common Cause

by Laurel Scott

“Connect”  
has certainly  
become the  
watchword for  
today’s higher  
education leaders.

**It is a challenge** as old as higher education – how to connect with students whose life experiences may be completely different from those of their faculty and administrators.

Two Angelo State alumni, Dr. Hector Gonzales and Jamie Rainey, are tackling that issue head-on as leaders of their respective institutions, Gonzales as president of Southwest Texas Junior College (SWTJC) in Uvalde, and Rainey as executive dean of Howard College’s San Angelo campus. In their efforts, the duo tends to share similar techniques for forging student connections. Gonzales regularly meets with students in open forums he calls Conversations with Students.

“I sit down with them and we talk about whatever they want,” he said. “Nothing is jotted down. They have a voice and they have my ear.”

“In one of my sessions,” he continued, “I just asked them, ‘What is the best way to connect to you? We’ve tried e-mail, social messaging and texting.’ We didn’t get a consensus. Some wanted e-mail. Some wanted information on the campus TV screens. They want a buffet of sorts, a menu of options.”

A comparable monthly program at Howard College is called Coffee with a Professor.

“They can sit down and visit about what their goals and objectives are, what they’re doing,” Rainey said. “You can talk to them about the programs, about their interests. We found this to be very effective and it’s growing with the number of people that come by now.”

“You might be able to get students to enroll, but how do you get them to continue?” she added. “It’s those individual connections that we’re trying to create for our students, whether it’s with an instructor, with a student leader, with an advisor or a tutor.”

At a glance, SWTJC and Howard’s San Angelo campus seem worlds apart. The roughly 5,200 students at SWTJC are mostly typical college-age students from an 11-county area in Southwest Texas. To keep up with them, Gonzales and other school

officials often utilize social media, including Facebook, Twitter and Instagram.

“We did an ad hoc group on social media made up of people from across the campus and we are constantly looking at how we use social media to stay connected to the students,” Gonzales said. “For one of our offices, the role is to mine social media to find out what the students are saying about the college, good and bad. We’re looking at trying to find the problems and address them because too often they won’t tell us directly.”

Meanwhile, students at Howard’s San Angelo campus range from recent high school graduates to adults looking to change careers or improve their career prospects.

“We have a very diverse population in terms of experience, of age, of circumstances,” Rainey said. “A lot of our students are juggling multiple priorities. They may have families already. They may be taking care of parents or grandparents. They may be working full or part time. You have some folks who are taking basic courses because they haven’t decided on a specific direction. There’s this mixture, so we try to meet those needs and work with them.”

One of the ways Howard is working to meet student needs is construction of a new administration building and new academic building.

“We’re designing areas for students to relax, areas to work in small groups,” Rainey said. “All the open space furniture pieces are easily rearranged, and we’re providing a lot more outlets where they can plug in their phones and iPads to be recharged.”

The two schools’ leaders are also quite different. Gonzales, Class of 1992, has been teaching since 1995 and continued even as he joined the SWTJC administration, first as controller, then as dean of instructional services and chief financial officer, and now as president since 2013.

“The most rewarding part is when you look out into the classroom and you see students’ faces light up, when they understand

the concept,” Gonzales said. “There’s nothing more rewarding than that.”

Rainey, Class of 1978, originally planned a career in teaching, but instead spent nearly 30 years in industry, mainly at West Texas Utilities. She also spent time on the San Angelo City Council and was chairman of the West Texas Training Center (WTTC) Advisory Board when the partnership between the City of San Angelo, ASU, Howard College and the San Angelo Independent School District was being forged. Since 2013, she has been the top administrator at the Howard campus now housed at the WTTC.

“I’ve fully come back to education when that was my ultimate dream from the time I was in kindergarten,” Rainey said. “For me, it’s about a challenge. That challenge is student success. Our goal is to set a foundation for learning, for earning, for life.”

As dissimilar as their backgrounds and institutions may be, Gonzales and Rainey are in the same boat when it comes to attracting, enrolling and retaining modern students.

“They are not homogenous, they are not all the same,” Gonzales said. “You really have to tailor it to the student, drill down to particular students. There’s not one particular way to do it. You have to connect with them, get their feedback and hear from them. What is it that we’re doing that’s working? What is it we’re doing that’s not working?”

“There’s definitely not a one-brush-paints-all kind of thing at Howard College,” Rainey said. “It’s truly just to connect with our students to hear what’s good about Howard College, what needs to be improved and how we can be serving our students better.”

“Connect” has certainly become the watchword for today’s higher education leaders.

“If students don’t connect with something, it’s just another thing that passes them by,” Rainey said. “They see so many things in a day’s time, especially because they are connected to smart phones and that world. If you can’t bring something of a relationship into it, then you’re not going to keep them.” ■



Photo by Danny Meyer

Jamie Rainey (above), executive dean of Howard College’s San Angelo campus.

President Hector Gonzales (below) connects with a group of students at Southwest Texas Junior College.



Photo courtesy of Southwest Texas Junior College



# CLASSnotes

Each issue of *Angelo State University Magazine* highlights selected alumni and invites you to visit the Angelo State University Alumni Association website for the latest on your former classmates. To learn more about Angelo State alumni, visit [www.angelostatealumni.com](http://www.angelostatealumni.com). Better yet, see what your friends are up to and then update the site with news about you, your family and your accomplishments.

## 1973

**Arnold Garcia**, editorial page editor at the *Austin American-Statesman*, has announced his retirement after 38 years at the newspaper, including 22 years leading the editorial pages. Those 22 years made him the longest-serving editorial page editor among the state's metro papers.

Garcia started his career at the *San Angelo Standard-Times* while still a student at ASU, and then joined the *American-Statesman* at age 26. He is also a U.S. Army veteran.

He holds a bachelor's degree in history/government from ASU.

## 1976

**Capt. Eustaquio "Staqui" Castro-Mendoza** has retired after a 31-year career in the U.S. Navy. His final assignment was a deployment to Afghanistan, where he directed Afghanistan-Pakistan-Coalition engagement and cooperation efforts for the International Security Assistance Force.

A Naval intelligence officer, he previously served as the Navy's senior military fellow on the Council on Foreign Relations and as deputy director of intelligence analysis for the U.S. Southern Command. He graduated from ASU with both a B.S. and M.S. in biology, and also holds a master's degree from the U.S. Naval War College.

## 1978

**Dr. Agustin Lucas Reyes** has been named director of the Baptist General Convention of Texas's (BGCT) Christian Life Commission, where he will address ethical issues and how they impact life and legislation.

Reyes has been with the BGCT since 2002, serving as ethnic evangelism consultant, director of congregational relationships and most recently as director of affinity ministries and the Hispanic Education Initiative.

Reyes received his M.B.A. from ASU. He also holds a B.B.A. from the University of Texas and master's and doctoral degrees from Southwestern Baptist Theological Seminary.

## 1980

**Michael H. "Mike" Millegan**, former leader of Verizon Global Wholesale, retired at the end of 2013 after 33 years with GTE/Verizon. He joined GTE in 1980 and also held various leadership positions in the wire-line and wireless units in finance, human resources, supply chain and operations.

Millegan was a member of the Rams' 1978 NAIA National Championship football team, received his B.B.A. and M.B.A. from ASU, and has remained a strong supporter of the university. He delivered ASU's 2003 Wells Fargo Distinguished Lectureship in Business, was the spring 2004 commencement speaker and was named a Distinguished Alumnus by the Alumni Association in 2005.

## 1983

**Dr. Robert B. Moore**, professor of chemistry at Virginia Tech University, has been named a fellow of the American Chemical Society (ACS) in recognition of his accomplishments in polymer chemistry and his leadership positions with the ACS.

A Virginia Tech faculty member since 2007, Moore is also associate director for research and scholarships at the Institute for Critical Technology and Applied Science. He has held numerous leadership positions with ACS since 1991.

Moore graduated from ASU with a B.S. in chemistry and earned his doctoral degree at Texas A&M.

## 1986

**Steve Flores** was appointed superintendent of Round Rock ISD near Austin in the fall of 2013. He moved to Round Rock after serving as superintendent of the Harlingen CISD in the Rio Grande Valley from 2008-13.

Previously vice principal at San Angelo Central High School and principal of San Angelo Edison Junior High, Flores has also served as chief of staff at Dallas ISD and assistant superintendent for both Pflugerville ISD and Round Rock ISD.

Flores earned his bachelor's and master's degrees from ASU, his Ph.D. from the University of Texas and his superintendent's certificate from Texas Tech.

## 1988

**James Ross** has been hired as vice president and general manager of Aleut Aerospace Engineering LLC. He earned his B.S. in physics from ASU, as well as master's degrees in aerospace engineering from the University of Colorado-Boulder, in military operational art and science from the Air Command and Staff College at Maxwell Air Force Base, and in national security strategy from the National War College in Washington, D.C.

## 1992

**Brig. Gen. William "Bill" Hall** has assumed duties as commanding general of the Arizona Army National Guard. He is responsible for more than 6,000 soldiers and civilians, including eight major subordinate commands.

Hall was also named air show marshal for the 2014 Stars and Stripes Air Show Spectacular in Laredo.

Commissioned through ROTC at New Mexico Military Institute, Hall received his B.B.A. from ASU and holds a Master of Strategic Studies from the U.S. Army War College.

## 1993

**Aaron Keith Woolf** has been named head football coach and athletic coordinator at Cedar Creek High School in Bastrop. Previously, he was head football coach and athletic director at Anson High School, where he was named 2012 Big Country Coach of the Year by the *Abilene Reporter-News*.

Woolf has also coached at Frisco Heritage, Brownwood, Stamford,

Abilene Cooper and Calallen high schools. He graduated from ASU with a B.S. in kinesiology.

## 2001

**Megan Antrim** has been named finance director for the City of Alpine. She previously worked in the District Clerk's Office and Treasurer's Office in Brewster County before moving to the Alpine city offices last year.

Antrim earned her B.A. in government from ASU and holds master's degrees in criminal justice and public administration from Sul Ross State University.

## 2002

**Sterlin Gilbert** is the new co-offensive coordinator at Bowling Green State University in Ohio. He joins Bowling Green after two years as offensive coordinator at Eastern Illinois University, where he was named FootballScoop's FCS Coordinator of the Year in 2013.

Gilbert was a two-time All-Lone Star Conference quarterback for the Rams in 2000-01 and earned his B.S. in kinesiology at ASU. He was also an all-state quarterback at San Angelo Lake View High School, and has coached at Lake View, Abilene Cooper and Temple high schools.

**Will Compton** is the new head football coach at Rudder High School in Bryan. He was previously offensive coordinator at Conroe Oak Ridge High School, and has also coached at Tyler John Tyler, Refugio, La Marque, Mabank and Rice Consolidated

high schools, where his teams consistently made the playoffs.

Compton graduated from ASU with a B.S. in kinesiology.

## 2008

**Tina Nikkilä**, a former ASU soccer player, has been promoted to recreation director for the City of San Angelo's Love Municipal Pool and for the Recreation Division's youth athletics program.

A captain and All-Lone Star Conference performer for the 'Belles soccer team, Nikkilä earned both her B.S. in kinesiology in 2008 and her M.Ed. in coaching, sport, recreation and fitness administration in 2013 from ASU.

**Andrew Garcia** has been named recreation coordinator of the San Angelo Nature Center. He received a B.S. in ecology and evolutionary biology from ASU and has also worked with the Boy Scouts, U.S. Fish and Wildlife Service and Texas Parks and Wildlife.

## 2010

**Jimmy Baugh** was recently named circulation sales manager for the *San Angelo Standard-Times* newspaper. He manages all aspects of circulation subscriptions and is responsible for growing the paper's online and print circulation base.

Prior to joining the *Standard-Times*, Baugh worked as a mobile sales manager at Best Buy and an account manager at West Central Wireless.

He graduated from ASU with a B.S. in kinesiology.

## In Memoriam

**Dr. Robert "Rob" Ranck Mowrer**, 57, professor of psychology for 25 years, died Feb. 21 in San Angelo. Psychology, Sociology and Social Work Department Chair James Forbes described him as "a well-respected senior colleague who occupied a highly valued, unique position in the department. He was one of ASU's finest teachers, conducted research with great integrity, and could be counted upon to perform all manner of service in the best interests of the department, college and university." Mowrer served on numerous departmental and university committees and published multiple articles and books on learning and memory. He was honored by various organizations, including the ASU Alumni Association, American Psychological Society, *Who's Who Among America's Teachers* and others.



as of March 11, 2014

# alumni association century club

**DIAMOND**  
**Bryan and Renee Heflin**, Monahans  
**Mike Millegan**, Kirkland, Wash.  
**Allen and Mesha Millsap Jr.**,  
San Antonio  
**Louie and Amy Perez**, San Angelo  
**J. Milton and Terri Swift**, Montgomery  
**Richard and Sue Way**, San Angelo

**PLATINUM**  
**Jeff and Deborah Brennan**,  
Mill Creek, Wash.  
**Dan and Terri Herrington**, Boerne  
**Milton Nickel**, Polson, Mont.  
**Randy and Emma Russell**,  
Round Hill, Va.  
**Frank and Brenda Sturzl**, Lakeway

**GOLDEN**  
**Gary Baty**, Horseshoe Bay  
**Larry Clark**, Richmond  
**Dale and Sherry Dodson**, Plano  
**Richard and Debra Farr**, San Angelo  
**C.B. Franke**, San Angelo  
**Rodney and Kimberly Hall**,  
Alpharetta, Ga.  
**David and Jo Nell Harlow**, San Angelo  
**Lt. Gen. Ronnie D. and  
Maria Hawkins**, Washington, D.C.  
**Ferd and Cindy Hoefs**, San Angelo  
**Robert and Jean Ann LeGrand**,  
San Angelo  
**Carrol Nokes**, Arlington  
**John Norman**, Houston  
**Lloyd and Sheri Norris**, San Angelo  
**Jim and Marion Ratcliff**, Georgetown  
**Elizabeth Stringer**, San Angelo  
**Jimmie and Nelda Von Gonten**,  
San Angelo  
**James Waterbury**, Madison, Ala.

**SILVER**  
**Donald and Jean Abell**, San Angelo  
**Paul and Sharla Adam**, San Angelo  
**Maurice Archer and  
Barbara Alford-Archer**, Lamesa  
**Steve and Marsha Arvedson**, Houston  
**Gary and Leslee Bowen**, San Angelo  
**Lane and Elaine Bowen**, Mathis  
**Jeffrey and Trudy Bozeman**,  
San Angelo  
**Dean Buchanan**, Cedar Park  
**Matthew Conrad**, San Angelo  
**Chad Decker**, San Angelo  
**Alex and Kay Decuir**, San Angelo  
**Troy and Lisa Deubler**, Irving  
**Brian Dierschke**, San Angelo  
**Norman and Linda Dierschke**,  
San Angelo  
**Van and Angela Echols**, Lubbock  
**Danny and Janell Eckert**, San Angelo  
**Brent and Lesa Ewald**, San Angelo  
**Jim and Tracy Farley**, Lubbock  
**James and Jill Fisher**, San Angelo  
**Jimmy and Debbie Fontenot**,  
San Angelo  
**Wayne T. Franke**, Austin  
**Joe Gabaldon Jr.**, Pecos  
**P. Gilbert and Sylvia Gallegos**,  
San Angelo  
**Howard and Laren Green**, San Angelo  
**Ronald and Carol Harrison**,  
San Angelo  
**David Heath**, San Angelo  
**Joey and Lezlye Henderson**,  
Christoval  
**Joseph and Su Ann Henderson**,  
San Angelo  
**Joe and Jennifer Hoelle**, San Angelo  
**Douglas and Mindy Hohensee**, Miles  
**Virginia Hunt-Edmiston**, Murphy  
**Col. (Ret) Joe Hurst**, Boerne  
**Takeo Ishimasa**, Eatontown, N.J.  
**Larry Kerr**, San Angelo  
**Lanny and Joni Layman**, San Angelo

**Dr. Justin Louder**, Lubbock  
**Dr. W. Bonham and  
Marcille Magness**, Houston  
**Dr. Brian and Patti May**, San Angelo  
**Jeffrey and Amy McCormick**,  
San Angelo  
**Joseph and Audrey Medley**,  
San Angelo  
**Mike and Brenda Morris**, San Angelo  
**Charles and Shirley Morton**,  
San Angelo  
**Susan Nahas-Staha**, San Angelo  
**Alvin and Patricia New**, San Angelo  
**Linda Norris**, San Angelo  
**LeRoy Olsak**, San Angelo  
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*Long-Distance* – continued from page 24

it’s a very simple process. We just want them to talk about what they do and how ASU helped them get there.”

One particular success story of the Alumni Mentoring Program is junior chemistry major Ben Lin, a native of Foshan, China. The Skype session with Sohur began a conversation that led to Lin taking on a research internship in Sohur’s lab at Harvard Medical School, as well as successful graduate school applications. Lin has offers from multiple universities to join their chemistry doctoral programs, including Columbia, Yale, Rice and Stanford.

“Dr. Sohur took a personal interest in my learning,” Lin said, “and has given me extra attention, as well as advice on graduate school applications, scientific presentations, how to be an effective attendant at seminars, and so on.”

“That has been a great aspect of the program,” Sohur said. “After their talks, several of the speakers have built mentorship relationships with some of the honors students, and that is just phenomenal!”

“Students are here to be inspired,” he added. “Whether alumni are authors, opera singers, businesspeople, scientists or whatever, they could provide the trigger that sparks a directional pursuit that is wonderful for a student. This program showcases our alumni and what they can do to give back to the bright young minds in the new generation of ASU students.” ■

*Next-Gen* – continued from page 27

Introducing learning-based technology and various digital devices to the classroom is effective for redirecting that focus toward schoolwork, but it is also important to not forget the human aspect of being a teacher.

“They enjoy the personal time in a classroom, when teachers relate to them,” Morris said. “Something as simple as just making a joke with them, it’s something we sometimes forget to do, but it makes a big difference to them.”

Though well on her way to being a secondary English teacher, Morris is still of the same generation as today’s high school students and has experienced some of the same issues with focus.

“I had a laptop on my desk and I had my e-mail open for myself and for ASU,” she said. “That’s a thing we all have to learn, how to limit the technology coming in.”

And that is the modern quandary – how to utilize the very types of technology that distract students from their schoolwork to help provide the education they need to be prepared for the world after graduation.

“The goal for the school district,” Dethloff said, “is to ensure that students are college and workforce ready and that they can handle and manipulate the technology in their profession to benefit the organization.”

Through its teacher education program, ASU is graduating teachers prepared to do just that. ■





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